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ABSTRACT

This report is presented in compliance with Chapter 73-235, Laws of Florida, and the Guidelines for Placement Services and Follow-up Studies, State Department of Education, which requires school districts to provide placement and follow-up services to all students who graduate from or leave the school system. The information contained in the report emanates directly from placement and follow-up activities conducted and reports submitted by occupational and placement specialists assigned to senior high schools and vocational adult centers. The report is presented in two major sections--Placement and Follow-up. The section dealing with placement describes the mechanics by which placement services have been provided as well as the results attained by placement specialists assigned to each high school. The section dealing with follow-up describes the procedures by which the follow-up instrument was developed, the survey population was identified, and the survey was administered, tabulated and analyzed. This report can serve as a guide to other school systems wishing to undertake a similar follow-up of its students. (Author)

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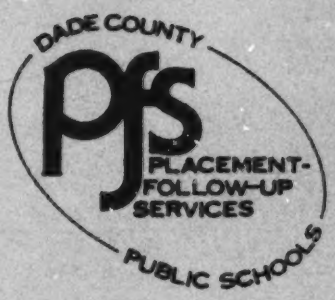

PLACEMENT AND FOLLOW-UP ANNUAL REPORT

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PLACEMENT AND FOLLOW-UP ANNUAL REPORT

Office of the Deputy Superintendent
Department of Pupil Personnel Services

Dade County Public Schools
1410 N.E. 2nd Avenue
Miami, Florida 33132

NOTE TO THE READER

For your convenience and ease of understanding, the materials which follow are presented in two major components:

COMPONENT 1: Includes a condensation of the total report and recommendations section which may be found on pages i through x.

COMPONENT 2: Includes a detailed treatment of all collected data and may be found on pages 1 through 70.

PROLOGUE AND OVERVIEW

This report is presented in compliance with Chapter 73-235, Laws of Florida, and the Guidelines for Placement Services and Follow-up Studies, State Department of Education, which require the Superintendent to submit such a report to the School Board and to submit a copy to the Commissioner of Education.

The information contained in the following report emanates directly from placement and follow-up activities conducted and reports submitted by occupational and placement specialists assigned to senior high schools and vocational adult centers.

Of Dade County's 80 occupational specialists, 20 are specifically employed to work in the area of placement and follow-up and are titled placement specialists. By 1974-75, 93 specialists had been employed by Dade County Public Schools. However, reductions in state categorical funds and the necessity to eliminate the district's funding contribution to the program resulted in 25 specialists being declared "surplus" for the 1975-76 school year. Thirteen (13) of these have been removed from surplus status by virtue of attrition or relocation within the school system.

It is important to note that the occupational and placement specialist programs, financed solely with state categorical funds, are entering into the last year of the authorized funding period (1976-77). At the conclusion of this funding period the state must reappropriate financial support, the district must accept total financial responsibility for the program, or the services presently provided (as required by law) must be continued by other existing school personnel.

It is unrealistic to suggest that counselors (existing personnel most nearly qualified in the careers area) could devote an appreciable amount of time to these program responsibilities. The present demands on their already overburdened time would simply prohibit it.

The occupational specialists are an integral part of the career education concept, and the placement specialists are performing a function mandated by the 1973 Legislature (Chapter 73-235, Laws of Florida). Both programs have gained wide acceptance and support in both schools and community and are performing what has come to be an essential function even though their impact has only begun to be realized. The data which have been collected and are included in the report which follows will be available for review by state, district, area and school level personnel and by advisory and community groups. It is anticipated that recommendations developed from the presented

materials will be considered by policy making agents of the Dade County schools as they contemplate change and that the Placement and Follow-Up Report will become another link in the communication line between the student and the school system.

The students who were surveyed in 1975 had not, for the most part, had exposure to specialists services during their pre-graduation years. This would certainly influence their responses to questions pertaining to occupational information, career guidance, employability skills, and job placement. Whether students' surveyed opinions change, whether more students leave school with job entry level preparation and whether a greater proportion of students make early career decisions can only be determined by long range studies. It is hoped this initial report would be considered primarily base line data with which to compare future studies.

The 1974-75 Follow-Up Survey was conducted in April and May, 1975. It was conducted in two portions -- a census (total population) survey and a random sample survey. The random sample is felt to have greater validity at significantly less cost. The returns were 95.5% for the sample and 22.6% for the census or general population. (See page 18) The responses from the two populations were notably similar, seldom falling outside a five percentage point band.

The information which follows summarizes the major findings which are described in detail within the report.

CENSUS DATA

-Information collected by placement specialists indicates that seven of every ten who withdraw before graduation leave in tenth or eleventh grade. (See page 8)

-More Black students (6½% more than the percentage enrolled) withdraw from school before graduation than do Spanish or "other" classified students. (See page 9)

-The students in the Class of '74 were for the most part enrolled in a post-high school educational program (54.7%) or were employed full or part-time (57.7%). A number of respondents were both working and continuing their education. (See page 19)

-Most former students were not married at the time of the survey (92.6%).

-Students who reenter school during the year in which they withdraw do so most frequently at the tenth grade (41.3%), and eleventh grade (35.4%). These are also the grades in which most students withdraw. (See page 9)

-Most students who were withdrawn from school were withdrawn for reason of "non-attendance" (32%). Seventeen percent of the withdrawing students indicated an intent to enroll in adult education. (See pages 10 through 12)

-Between February and June 1975, placement specialists assisted in the placement of 707 students into an alternative or post-high school educational program and 394 students into either part-time or full-time employment. (See page 12)

-The greatest number of students (27.2%) upon graduation or withdrawing from school indicated that their intent was to enter a community college. Four-year college (19.8%) and employment (16.4%) were the next most popular choices. (See page 12)

-The percentage of students who withdrew without having attained marketable skills was greater than those who graduated without marketable skills (92.1% versus 81.8%). (See page 13)

-With approximately 35% of the respondents engaged in full-time employment, 24.8% reported they got their job on their own. It is suspected that many respondents felt they received their job on their own by virtue of the fact that they participated in an interview and completed an application, discounting the job development and referral efforts of others. (See page 22)

-Of those respondents attending post-secondary school, most (33.4%) were enrolled in a community college, with 18.0% enrolled in a university or four-year college. (See page 23)

-One out of 13.3 (7.5%) respondents reported that after entering college, they left before the end of the first year. The most prevalent reason for students leaving was reported to be "general dislike of college life." (See page 23)

CURRICULUM, RESOURCES, AND FACILITIES

-Approximately seven out of ten former students felt their school had prepared them adequately in the basic subjects. Of those who expressed dissatisfaction, the greatest number (32.1%) identified science as the area in which they felt most inadequately prepared. (See pages 26 and 27)

-General areas in which respondents felt the schools had been especially helpful were "following directions" (78.7%), "working well with others" (73.3%), and "respecting the rights of others" (70.4%). The area receiving the least positive responses was "preparing for marriage and family life" (26.8%). (See pages 29 and 30)

-The teaching methods which the respondents felt were most helpful, were class or group discussions, audiovisual presentations, and laboratory instrucion. Lectures, independent study and learning activity packages received fewer positive responses. (See page 31 and 32)

-Of those respondents who indicated they had actively participated in extra curricular activities (sports, clubs, yearbook, newspaper, etc), approximately three out of five (59.7%) felt their participation had been a factor which influenced them to complete high school. (See page 33)

-Respondents reacting to the adequacy of the facilities in their school rated the library and athletic equipment highest, cafeteria lowest, with classrooms, textbooks, and science equipment falling between. However, all facilities were generally rated high, with the lowest receiving nearly a 50% positive rating. (See page 35 and 36)

-Former students generally felt they had adequate opportunities to communicate with school personnel. The group with which they felt they had the least chance for communication was their student government officers. Even with these, however, 46.7% indicated ample opportunities for communication. (See page 37)

-Former students (73.2%) strongly felt that parents or relatives had provided them with the greatest amount of assistance in planning their career or in obtaining employment. The greatest number (41.7%), indicated that guidance counselors had been of "little or no help" in these areas. (See pages 39 and 40)

SPECIFIC SUGGESTIONS

-When asked how their school might improve its educational program, respondents reported they desired more information on jobs and careers (89.0%), and they wanted more specific training for a job (82.5%). A large percentage (85.9%) also requested that more challenging courses be provided for college bound students. They were less concerned about class size, after school activities and school security. (See pages 41 and 42)

COMMENTS

-Of the written comments made by respondents, 31.3% were in the form of constructive suggestions, 22.3% were critical of their school and 15.4% were supportive of the system and/or their school. Altogether, there were approximately 1,200 written comments given. (See page 43 through 50)

VOCATIONAL STUDENTS' RESPONSES

-The Florida Vocational-Technical-Adult Education Survey (VTAE) which was administered to former vocational program students in October, 1974, revealed that three out of four respondents had been employed at some time since leaving the program and that 63% were presently employed either full or part-time.

Nearly four out of ten (38%) were currently enrolled in some type of educational program or institution. It is also interesting to note that six percent (6%) indicated that they were unemployed and not looking for work. (See page 52)

-Though the greatest number of former vocational students (44%) indicated that they obtained their job "on their own," they may have neglected to give credit to instructors, counselors, and others who actually developed many of the jobs and made initial employer contacts. (See page 52)

-Slightly over one-half of the respondents (52%) classified the job which they held either one for which they were trained or related to their training. Some uncertainty exists as to how accurately former students indicate the degree to which experience gained through their vocational program contributes to their success on the job. (See page 53)

-Over one-fourth of the respondents (28%) indicated weekly wages of $150 or over, nearly double the minimum wage. Sixteen percent reported wages between $125 and $149 per week. The remainder earned less than $125 per week. (See page 53)

EMPLOYERS' OPINIONS OF VOCATIONAL GRADUATES

-When permission was granted by respondents to the VTAE Survey, employers of former vocational students were contacted relative to the performance of the employees. Employers (95%) felt the employees were average or above average in the amount of work which they performed. Except for 3%, all employers indicated the quality of the employees' work was either consistently high or generally acceptable. (See pages 55 and 56)

-Employers (82%) also generally felt the employees made an easy adaptation to different work assignments. Eight-five percent felt the employees reacted favorably to constructive criticism. (See pages 55 and 56)

-Approximately 96% of the responding employers felt employees:

-took an average or above amount of interest in their work;
-required average or less supervision;
-appeared to work well with others; and,
-were capable of advancement.

The foregoing summaries are supported by the survey findings which are presented and discussed in detail in the report which follows:

NEEDS AND RECOMMENDATIONS

The needs statements and recommendations which follow have been suggested both through analysis of exit interview results and outcomes of the follow-up survey. All are based upon statistical documentation and student comments presented within the report.

In certain instances recommendations made in this report do not require additional resources. In other cases, however, new or additional funding would be needed. Approval by the Board at this time will provide conceptual endorsement. In this event the Department of Pupil Personnel Services will proceed in determining for subsequent consideration, dollar amounts necessary to implement the programs.

NEEDS	RECOMMENDATIONS
1. An area of most obvious concern is in the number of students who leave school prior to graduation. During 1974-75 over 6,000 secondary school students left school without graduating. Though numerous reasons for leaving were expressed by students during exit interviews, it must be concluded that the school failed to provide for a significant group of students. This is not to suggest that all students' needs can be met by any given school--though this is a goal for which the system must aim. (See page 8 and 9)	-- Establish as a major system objective the reduction of the number of students who leave prior to graduation. -- Improve student evaluation procedures in order to provide earlier and more accurate identification and diagnosis of learning/adjustment difficulties which often culminate in pre-graduation withdrawal. -- Examine individual standardized test scores more closely, in order to make the earliest possible identification of students in need of special, intensified instruction. -- Expand the use of alternative education methods and facilities for students who demonstrate difficulty in adjusting to traditional public education organization and resources. -- Observe individual student attendance records more closely, in order to provide the earliest possible identification and treatment of potentially severe (chronic) non-attendance problems. Patterns of poor attendance are generally indicative of low levels of success in school performance.

NEEDS	RECOMMENDATIONS
	-- Accelerate the implementation of the career exploratory program at the junior high school level. This will provide hands-on experiences which will influence career choices and vocational specialization choices at the senior high level. Career related instruction and activities have a built-in holding power because of their relevance to adult life. Students who leave school due to lack of success in the school environment frequently experience the same difficulties in the employment environment for virtually the same reasons. Early opportunities to experience the work life of the job holder can go far toward shaping work attitudes in youth.
	-- Increase the number of work-school program positions available to students. Such programs contribute greatly to the number of successful job placements which can be made upon students graduating or leaving.
2. One of the needs most strongly expressed by former students was the provision of career information and guidance. (See pages 41 and 42)	-- Provide continued and increased support through State and/or district funding of the occupational and placement specialist, and career education programs. The programs not only provide early direction toward career awareness, selection and preparation, but also give direct assistance to students in the areas of employment and/or educational placement. The occupational and placement specialist programs are integral components of the career education effort so strongly endorsed on local, state and national levels.
	-- Funding for the occupational and placement specialist program at the present level, provides minimum services to all secondary schools and vocational adult programs.

NEEDS	RECOMMENDATIONS
	However, the present funding level cannot provide adequate service to new schools. In the absence of continued state funds, it is recommended that the district fund the programs at least at their present level.
	Legislation authorizes principals to employ occupational specialists in lieu of guidance counselors. Where, because of funding limitations, an occupational specialist is not provided, principals should be encouraged to exercise this option.
3. In regard to broad areas of curriculum dealing with specified life adjustment concepts, the one in which the respondents felt they had received the least help was "preparing for marriage and family life." (See pages 29 and 30)	-- Quinmester courses dealing with this topic are presently available to junior and senior high school students. However, most students will have taken no more than one or two of the courses by the time they become seniors--many have taken none. No one existing course treats a complete cross section of marriage and family life concerns. Such a course should be developed and made available on an elective basis, to high school seniors. Such a restricted offering (seniors only) would attract a considerable number of seniors who might not enroll in such a course if it were offered on an open enrollment basis. Areas covered should include a review of: consumer awareness; family budgeting; family decision making; laws particularly important to property owners and parents; purchasing/renting a home; marital adjustments; child growth, development and behavior; basic parenting skills, etc.
	It is recommended that counselors explore with students any scheduling problems that might prevent them from enrolling in such a course.

NEEDS	RECOMMENDATIONS
4. A significant number of respondents expressed dissatisfaction with the availability of access to counselor services, especially in the area of careers, financial aid, college selection and college entry. (See pages 37, 39 and "Critical" comment section)	-- In settings where counselors are devoting a disproportionate amount of their time to scheduling, disciplining, controlling student movement, and other similar duties, such activities should be delegated to personnel employed specifically to accomplish these tasks, enabling counselors to concentrate on small group and personal counseling--the tasks for which they were trained and employed. -- Designate for each high school at least one post-secondary career counselor to work in close conjunction with an occupational specialist, and placement specialist. Such a team should be relieved of routine scheduling and behavioral counseling responsibilites. Every student in senior high school should have free access to career counseling from these personnel and, in fact, should be routinely involved in individual and group consultation to assure that every student is actively involved in appropriate course selection, post-high school career planning, and career related testing.
5. Respondents attending college frequently expressed the feeling that a block of "college prep" courses would have been beneficial to them. Many felt unprepared to cope with the demands made by the college in the areas of curriculum, study habits, self motivation, and self direction. (See pages 41 and 42)	-- Develop, identify and make available courses specifically designed for college entry preparation, especially in grades eleven and twelve.

The information presented in the following sections contain a detailed tabular presentation of placement and follow-up data as well as explanatory commentary on areas of the report where it was felt appropriate and meaningful.

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INTRODUCTION

This report is presented in compliance with the State Legislative requirement that school districts provide placement and follow-up services to all students who graduate from or leave the school system. In December, 1973, the Commissioner of Education issued Guidelines for Placement Services and Follow-Up Studies which states that:

> "Beginning January 1, 1976, and each year thereafter, the Superintendent shall make an annual written report to the School Board with recommendations for each area of curriculum deficiency having an adverse effect on the employability of job candidates and the performance of students enrolled in post-secondary institutions. This report should reflect an assessment of the procedures used in placement with recommendations for necessary changes in policy or procedure."

This report is presented in two major sections:

1. Placement. Assistance to school graduates or leavers depending upon the desire of the individual to obtain gainful employment, to continue education, or to engage in a combination of employment and further education.

2. Follow-Up. A systematic examination of the performance of former students in relation to the goals and objectives of the educational programs through which the students were prepared.

The section dealing with placement describes the mechanics by which placement services have been provided as well as the placement results attained by placement specialists assigned to each high school.

The section dealing with follow-up describes the procedures by which the follow-up instrument was developed; the survey population was identified; and the survey was administered, tabulated, and analyzed.

BACKGROUND

In a move to implement the legislative mandate that placement and follow-up services be made available to all students who graduate from or leave the school system, the Board approved the employment of an additional twenty (20) occupational specialists on April 13, 1974, bringing the total to ninety-four (94).

Through the use of state categorical funds, these specialists were employed to provide placement and follow-up services in each senior high school and were titled placement specialists. Their activities differed from those of the occupational specialists in that the occupational specialists disseminate business/industry related career information to in-school students through field trips, outside consultants, audiovisual presentations and personal consultation with students and staff. Placement specialists on the other hand, actively develop and provide counseling related to employment or educational opportunities for students who have either withdrawn or graduated. They also conduct exit interviews with each leaving student, for the purpose of collecting pertinent data and to counsel students relative to educational alternatives.

Both occupational and placement specialists participate in a thirteen (13) week training session prior to entering their assigned schools. The training session concentrates upon:

1. Orientation to the school system in general.
2. An overview of counseling and behavior modification techniques.
3. Establishing extensive files of local business/industry contacts through numerous visitations within the business/industry community.
4. Practical experiences in the use of audiovisuals and other teaching devices and materials.
5. Florida State Employment Service job development techniques and Job Bank utilization procedures.

Placement specialists' initial responsibility upon entering their assigned school was to orient students, staff, and community to the objectives of placement and follow-up services and the procedures by which such services would be made available. Specialists addressed students in classes, auditorium settings, and through personal contact; they spoke to faculties, community organizations, and local business/industry representatives.

As a result of these activities, contacts were established and communication networks were organized. This enabled specialists to begin their efforts toward the development of employment opportunities for former students both graduates and those who had previously left school for other reasons.

As placement specialists gave exit interviews to withdrawing or graduating students, they began to establish a data bank containing information relative to students' reasons for leaving school, future plans and, perceptions of the adequacy of their public school experience. A formal survey questionnaire is administered to these same students within one year after leaving school. Results of the survey are made available to school, area, and district personnel for their review. Where need is indicated, program adjustments may occur as a result of the survey findings.

PLACEMENT

Placement services as described in the State Guidelines for Placement Services and Follow-Up Studies are available to all school graduates and students who leave school prior to graduation. Services are available up to one year after the student leaves school. A district plan for implementation of the Guidelines was developed by a steering committee composed of teachers, placement specialists, principals, area and district level administrators. This plan was approved by the Board on October 23, 1974.

OBJECTIVE

To assist former students in obtaining employment or further education appropriate to their abilities and interests.

PURPOSE

The 1973 legislation mandating placement and follow-up services was aimed at reducing the ever-increasing problem of unemployed and underemployed youth.

Youth between the ages of 16 and 21 consistently have an unemployment rate nearly twice that of the nation's total work force. It is the intent of the placement program to contribute to the resolution of this problem by providing aid to all students who leave school, in obtaining appropriate employment or educational placement. Of equal importance, however, is the attention given to assisting and encouraging students to either select and complete a vocational preparation program in high school prior to graduation -- particularly for those who do not intend to pursue a career requiring a college degree -- or to enter a vocational adult program after graduation.

PROCEDURE

In order to offer comprehensive placement service to students, the mechanics for organization, record keeping, and periodic reporting were developed and made available to specialists. These procedures were established with the assistance and cooperation of an advisory committee composed of representatives from the Division of Elementary and Secondary Education, an Administrative Area, the Office of Vocational and Adult Education, the Attendance Office, the Division of Vocational Rehabilitation, and Florida State Employment Service. Also included was a high school principal, a placement specialist, and local business/industry representatives.

In August, 1974, an agreement was reached between Florida State Employment Service (FSES) and the Dade County Public Schools, which provided access by placement specialists to all FSES Job Bank Data. In return, jobs which Dade County Public Schools' placement system develops and for which applicants cannot be found, are given to FSES for inclusion in their Job Bank listing. FSES periodically provides the school system with computer printouts of all placement activities conducted by individual specialists.

Placement specialists are required to maintain accurate records, not only of their activities in student placement, but also of the data derived from exit interviews with each graduate and leaver. During the process of an exit interview, information is obtained relative to the student's reasons for leaving school, future plans, areas of career preparation, desires for placement assistance, and an expression of his feelings relating to the adequacy of his preparation. Reports based on these records are submitted to the District Placement Office for review, tabulation, summary, and re-distribution to appropriate district and area personnel.

LIMITATIONS

The implementation of the placement services program in the Dade County Public Schools unfortunately coincided almost precisely with the nation's, state's, and county's declining economy, and exploding rate of unemployment. This situation has been characterized by newspaper headlines such as "Jobless Rate Hits 8.2% - The Highest in 33 Years" and "Dade Joblessness is Highest in a Decade." Many businesses found it necessary to "lay off" experienced employees with years of tenure. Since these persons were generally kept on a stand-by status, it became readily apparent that inexperienced high school graduates stood a very poor chance in competing for quality, career type employment. This problem was even more significant for non-graduate school leavers.

Any complex system of data collection requires a period of validation and adjustment. The initial quinmester reporting forms developed by the District Placement Office staff and placement specialists, were revised for the November to January and February to April quinmester report periods. This was required to overcome observed weaknesses in the type of data being collected and the collection procedures. The February to April and April to June quinmester reports were consistent and no significant adjustments had to be made.

Initially, some specialists experienced difficulty in establishing open lines of communication and total cooperation among themselves, registrars, and others from whom information for reports was required. This undoubtedly resulted in a certain amount of incomplete data in the early reports. However, by the time of the February to April quinmester report, the program was generally understood and accepted by the schools, and the data collected was as complete and as accurate as could be reasonably expected. Efforts have been continuously made to improve all data collection procedures and to certify the accuracy of information being reported.

Certain difficulties associated with the introduction of this new program and concept into the school system were experienced. Students were now encouraged to take advantage of a service which had previously been unavailable to them. Employers now had available an employee resource to which they had previously had only limited access. They were now encouraged to employ leavers and recent graduates where before they may have become discouraged by less than enthusiastic reception when they sought employees through the schools.

DATA PRESENTATION

From September 3, 1974, through June 13, 1975, data pertaining to graduates and leavers was collected by secondary school placement specialists. Certain aspects of the data collection form were revised after quinmesters 1 and 2, September 1974 - January 1975. These changes were made because either the collected information was proving to be insignificant or the first reports inspired questions which needed to be answered by expansion of the report form.

Because of the difficulty in establishing a definition for a dropout and in an attempt to avoid the possibility of misleading interpretations, it was determined that school leavers should be identified only according to the W-7 categories as specified on page 13 of the Attendance Services Procedures Manual. These categories provide a specific code designation for each reason for withdrawal. As a result, the definition for a dropout would be left to the interpretation of the reader or the user of presented data.

The information which follows in numbers 1 through 8 was tabulated directly from placement specialists' Quinmester Reports.

TABLE 1. PERCENT AND NUMBER OF STUDENTS GRADUATING BY RACE/ETHNIC AND SEX CLASSIFICATIONS. SEPTEMBER, 1974 TO JUNE, 1975

	BLACK	SPANISH	OTHER	MALE	FEMALE	TOTAL
Percent	20.9	22.1	57.0	47.2	52.8	100%
Number	2,811	2,962	7,653	6,338	7,088	13,426

It is of significance to note that there is a close correlation between the ethnic/racial percentages of students enrolled in secondary schools and the ethnic/racial composition of the 1974-75 graduating class.

TABLE 2. PERCENT OF STUDENTS ENROLLED IN GRADES 8 THROUGH 12 ON OCTOBER 1, 1974, ACCORDING TO RACIAL/ETHNIC CLASSIFICATION AS COMPARED TO THE PERCENTAGE WHO GRADUATED IN 1974-75

RACIAL/ETHNIC CLASSIFICATION	PERCENTAGE ENROLLED OCTOBER 1, 1974	PERCENTAGE GRADUATING 1974-75	DIFFERENCE
BLACK	25.5	20.9	-4.6%
SPANISH	27.6	22.1	-5.5%
OTHER	46.8	57.0	+10.2%

If the ethnic composition of all secondary grades is stable and if the assumption that students transfer out of the school system in numbers directly proportional to the racial/ethnic makeup of the total secondary school population can be accepted, the remaining students of necessity would be included in the category of either graduates or withdrawals and, would be indicative of excessive (disproportionate) activity in either category.

For example, the percentage of Blacks enrolled was 25.5%. The percentage who graduated was 20.9%, or a difference of 4.6% who did not graduate from high school. Likewise, 27.6% (according to enrollment percentages) of the graduating class should have been Spanish. This expectation was missed by 5.5%. Over 10% more students in the "Other" category graduated than the percentage of "Others" enrolled in grades 7 through 12 in October, 1975.

TABLE 3. PERCENT AND NUMBER OF STUDENTS WHO WITHDREW FROM SCHOOL PRIOR TO GRADUATION BY GRADE LEVEL. FEBRUARY TO JUNE, 1975

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Percent	2.8	9.9	37.6	32.3	17.4	100%
Number	87	309	1,174	1,008	543	3,121

An obvious increase in students leaving without graduating occurs at the 10th grade. This is the grade during which most students reach sixteen years of age, the age after which students are no longer subject to the compulsory attendance law.

Tenth grade also generally represents a "break" in students' educational sequence: the move from junior to senior high school. The larger population of the senior high school; more freedom of choice; the potential to get lost in the crowd; somewhat more difficult work assignments; etc., may all be factors which contribute to the convenient rationalization of a student which brings him/her to exhibiting increasingly poor attendance and eventual withdrawal.

These factors continue to influence the eleventh grader almost to the same degree. By the 12th grade, however, the percentage of school leavers diminishes significantly, as the final goal of graduation is closer and many of those students who have histories of attendance problems apparently have withdrawn.

TABLE 4. PERCENT AND NUMBER OF STUDENTS WHO WITHDREW PRIOR TO GRADUATION, BY RACIAL/ETHNIC CLASSIFICATION AS COMPARED TO RACIAL/ETHNIC PERCENTAGE OF MEMBERSHIP IN GRADES 8 THROUGH 12. SEPTEMBER 1974 - JUNE 1975

	BLACK	SPANISH	OTHER	TOTAL
Percent Withdrawing	32	24	44	100
Number Withdrawing	1,960	1,478	2,714	6,152
Percent Membership	25.5	27.5	47.0	100

It is readily apparent that 6-1/2% more Blacks withdrew than made up the secondary schools Black student population. Three and one-half percent (3-1/2%) fewer Spanish and three percent (3%) fewer in the "Other" category withdrew than composed the secondary school's population for those racial/ethnic categories.

TABLE 5. PERCENT AND NUMBERS OF STUDENTS WHO REENTERED SCHOOL AS R-4'S, BY GRADE LEVEL, FEBRUARY - JUNE, 1975

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Percent	0	6.8	41.3	35.4	16.5	100%
Number	0	47	286	245	114	692

It should be noted that the data presented includes only the period covered by quinmesters 4 and 5, February to June, 1975. This information was not collected during the first two quins, September to January.

When reviewing data which pertains to students withdrawing prior to graduating it must be considered in conjuction with data which reflects the number and/or percentage of these withdrawals who reentered the same school during the same year.

In the Dade County Public Schools document "A Procedural Guide to Attendance Services," the category R-4 is defined as: "Pupil unexpectedly reentering the same school after withdrawal or discharge, during this school year."

Since a highly significant 22% of the withdrawing students did reenter school during the period of this report, it would make invalid any attempts at analyzing withdrawal data without considering the R-4's. It is recognized that the students reentering during quins 4 and 5 are not necessarily the same students who withdrew during the same period. Nevertheless, the numbers are sufficiently great to make them meaningful for comparison.

Students who withdraw from school are always encouraged to return to the school from which they are leaving, or to enter an alternative educational facility. As the R-4 figures reflect, many do in fact return.

TABLE 6. PERCENT AND NUMBER OF STUDENTS WHO WITHDREW PRIOR TO GRADUATION, FEBRUARY TO JUNE, 1975

REASON	PERCENT	NUMBER
Non-Attendance, 16 Years or Older	32.0	999
Adult Education, 16 Years or Older	17.0	530
Lack of Interest, 16 Years or Older	9.9	309
Work, 16 Years or Older	9.9	309
Left School, Whereabouts Unknown	7.5	234
Medical	4.7	147
TOTAL (6 Highest of 21 Categories Only)	81.0%	2,528

Though it is impossible to know a student's reason for leaving school, he/she is asked to express a reason at the time of withdrawal. Students who leave without reporting to school to complete formal withdrawal processing, are contacted, whenever possible, by a placement specialist. During this contact, the reason for leaving is explored.

Though data were collected which categorized twenty-one (21) possible reasons for withdrawal, six (6) categories contained 81% of the leavers. No remaining single category contained more than 2.8% of the total, a figure considered to be relatively insignificant. For purposes of this report, only the six categories with the greatest number of leavers are included.

1. Non-Attendance, 16 Years or Older

   The students withdrawn for non-attendance are those who exhibit disinterest or inability to deal with school and specifically demonstrate such disinterest by excessive absence. After exhausting all means of aiding the students through personal counseling, schedule and program adjustment, parent conferences, etc., and when classwork has been missed to such a degree that it would be inconceivable for the students to complete the year and/or quinmester satisfactorily, they may be withdrawn for non-attendance.

2. Adult Education, 16 Years or Older

   These students expressed as their reason for leaving school, their intent to enter an Adult Education Program. After a six months waiting period following withdrawal from a regular school program, a student over 16 years of age may enter a vocational-adult education program. Under special circumstances, the waiting period can be waived. Such a program enables the student to concentrate on technical skill development and/or the attainment of high school completion certification via the General Educational Development Test (GED). This program provides a method by which the students who must work are allowed to do so during the daytime and continue to pursue their education during the evening.

3. Lack of Interest, 16 Years or Older

   The students who appear in this category usually exhibit a pattern of sporadic attendance, poor grades, periodic behavior problems and express or demonstrate a general dissatisfaction with school.

4. Work, 16 Years or Older

   This category includes all students who leave school with the expressed intent to go to work. These students frequently are making satisfactory progress in school, but due to personal or family needs or desires, withdraw from school to enter the labor force.

5. Left School, Whereabouts Unknown

   This category typically includes the children of seasonal residents and migrant farm labor families who often leave the area without any advance notice or forwarding address.

Such a classification entry is verified by a visiting teacher who upon investigation fails to locate the child and has no information to suggest the family's whereabouts.

6. Medical

This category includes students who withdraw from school due to extended illness, pregnancy, or parenthood.

TABLE 6. NUMBER OF STUDENTS PLACED BY PLACEMENT SPECIALISTS, FEBRUARY TO JUNE, 1975

Employment		Further Education	Total
P-T	F-T		
190	204	707	1,101

Between February and June 1975, placement specialists placed a total of 204 former students into full-time employment. During this same period 190 former students were placed in part-time employment. Part-time employment is generally obtained for clients who are in a post-high school educational program and cannot hold a full time job. The recent employment situation has required that some part-time employment be taken by those who were desirous of a full-time job, but could not locate one. Specialists were also instrumental in placing 707 former students in either an alternative educational program (early leavers) or a post-high school technical program (graduates).

TABLE 7. PERCENT AND NUMBER OF GRADUATES AND LEAVERS WHO INDICATED AN INTENT TO PURSUE PARTICULAR POST-HIGH SCHOOL ACTIVITIES, FEBRUARY TO JUNE, 1975

	4 Year College	Community College	Vocational Adult Center	Vocational School Private	Military	Sheltered Workshop	Employment	Other	Undecided or Unknown	TOTAL
Percent	19.8	27.2	7.8	1.1	3.0	.1	16.4	9.8	14.8	99.4%
Number	3,453	4,743	1,360	192	523	17	2,860	1,709	2,581	17,438

During the process of exit interview, placement specialists made an effort to obtain from students an expression of their post-secondary school plans. An exit interview frequently provides an opportunity for the placement specialist to provide guidance and direction to a student who has established unrealistic goals.

Unfortunately, a number of students leave without the benefit of an exit interview since, at some point, they simply fail to report to school. (Though attempts are made to contact them, this is not always successful.) Also, some students go through the withdrawal process at a time or session when the specialist is not on duty. These factors contribute to the 14.5% in the "undecided or unknown" category.

TABLE 8. PERCENT AND NUMBER OF STUDENTS EITHER LEAVING OR GRADUATING ACCORDING TO WHETHER OR NOT THEY HAD ATTAINED ENTRY LEVEL (VOCATIONAL) MARKETABLE SKILLS, SEPTEMBER 1974 - JUNE 1975

	Leavers		Graduates		TOTAL
	With	Without	With	Without	
Percent	7.9%	92.1%	18.2%	81.8%	100/100
Number	433	5,669	2,443	10,983	6,152/ 13,426

As students leave or graduate, their vocational preparation status is confirmed through conferences between the placement and follow-up specialist and either the appropriate vocational instructor or the assistant principal for vocational education.

In light of the district's adopted goal of "the enrollment of forty percent of the students in grades 10-12 by 1980 in vocational job preparatory courses," the classification of students who leave school with or without vocational skills is essential in order to establish baseline data for future comparison. As the number of students enrolled in vocational skills preparation courses increases, a comparative percentage of students who leave school, having attained entry level job proficiency should result. This should provide an enlightening area for comparison in future follow-up studies.

SUMMARY

In its initial year of operation, the placement program has established itself as a meaningful channel through which the students who were previously unserved, could now receive career, counseling, and/or placement. Historically, college bound students received assistance from the senior guidance counselor and vocational instructors provided aid to their students. But the large mass of non-college oriented, non-vocational graduates, and non-graduating leavers, for the most part, have had a less structured opportunity to receive post-high school career counseling. The placement program is beginning to make an impact upon this group.

As placement specialists continue to expand the development of employment contacts within their local business/industry community; as shared-time vocational facilities are completed and opened; as career education concepts are incorporated into the curriculum on a countywide basis through the efforts of occupational specialists, teachers and administrators, within the next three (3) to five (5) years a dramatic increase should occur in the number of students who are successfully placed in the area of their career selection. Likewise, a discernible decrease should occur in the number of students who leave school prior to graduation.

1974-75 FOLLOW-UP SURVEY

This portion of the report deals with information obtained by surveying the entire 1974 graduating class, in addition to those identifiable students who left during 1973-74 without graduating. This was the first attempt to collect such detailed data on graduates and leavers on a countywide scale. The survey was administered in compliance with 1973 legislation requiring that such follow-up studies be conducted.

OBJECTIVES

1. To examine and evaluate the performance of former students as they pursue careers for which they received preparation.

2. To review the programs of each secondary school and area vocational technical center in relation to the information provided by the follow-up evaluation.

3. To examine procedures for gathering follow-up information and, where warranted, suggest more reliable and cost-beneficial methods.

Though certain individual high schools have periodically conducted limited follow-up studies on former students, this practice has been neither widespread nor consistent.

PURPOSE

It is expected that as an outcome of this follow-up procedure, the District will be able to more accurately examine the effectiveness of its instructional program in meeting its stated goals and objectives. By reviewing the survey results, the District will also be able to determine the adequacy of the goals and objectives of the instructional programs in which former students were enrolled. Questions such as the following should be considered: 1) How well is the attainment of the instructional goals and objectives demonstrated by the performance of former students in employment or higher education? 2) Were former students required to learn skills or knowledge not needed? 3) Are former students required to perform employment or educational tasks for which they were not prepared in the educational program?

In addition to the above, the follow-up procedure sought to answer the following question:

Considering the low rate of return historically received in census (total population) surveys, as well as their associated high costs in time and money, and considering the limited accuracy inherent in the lower rate of return, would a random sample survey provide results with a much higher degree of validity at a significantly lower cost?

PROCEDURE

Since the results of the follow-up could conceivably have impact on any level or segment of the district's instructional program, it was necessary that representatives of each major area of the school system be involved in formulating the philosophy, format, and content of the survey. An ad hoc advisory committee was established for this purpose. The committee reviewed numerous examples of surveys which had been administered by other school systems. They proposed survey questions, the answers to which would reflect students' perceptions of the effectiveness of specific programs. They examined various organizations and arrangements of questions in an effort to develop a survey instrument which would elicit the greatest number of responses. They conferred with the Departments of Planning and Evaluation, and Central Data Processing to assure format, content effectiveness, and feasibility.

To establish the population for the survey, the placement specialist in each high school was directed to develop and provide to the District Placement Office a list containing the names of all graduates and identifiable leavers from the 1973-74 school year. Specialists were able to identify approximately 70% (4,251) of the leavers, since during 1973-74 placement specialists were not yet employed and this data was not being routinely maintained in a readily accessible form.

After the placement specialists identified all possible names and addresses of graduates and leavers, the compiled lists amounted to 12,681 graduates and 4,251 leavers; a total of 16,932 former students.

It was proposed by the Ad Hoc Follow-Up Committee that a random sample drawn from the identified population would provide valid data on which recommendations for program adjustment could be made. This concept was endorsed by the Department of Planning and Evaluation. They, in fact, stressed that a high rate of return from a properly drawn random sample would provide infinitely more valid data than a total population survey which received a low rate of response. General census or total population surveys of this type have historically resulted in relatively low percentages of return.

It was agreed by the committee that since the Guidelines for Placement Services and Follow-Up Studies make mandatory the follow-up of "all" students, our survey must conform to this mandate. It was felt, however, that we should test the random sample hypothesis by drawing a sample group from the general population and making every attempt to raise the return rate from this group to the highest possible level. The Department of Planning and Evaluation recommended a sample group of 400. With this size sample at least a 94% return would need to be obtained to insure complete validity.

The names on the lists of graduates submitted by the Placement Specialists were assigned consecutive numerical designations. From these lists and using a random number table, the sample population was drawn. Surveys for the random group were coded so that when returned they could be easily identified for separate tabulation.

Survey forms were hand addressed and stamped by placement specialists and others whom they were able to recruit within their school. The return form was "postage paid," requiring only that respondents fill in spaces, refold, seal with a provided gummed tab, and drop into a mail box. (See pages 60 and 61)
61)

LIMITATIONS

With no known exceptions, the 1975 Follow-Up Survey provided the first experience in this type of activity for our placement specialists. Experiences gained in this initial effort will result in increased project efficiency at both the District and school levels.

It is anticipated that given the opportunity to explain the purpose of the survey to the students before they leave school, an increased return would result. The population surveyed in 1974-75 graduated or left before placement specialists were employed. Consequently, none of the potential respondents had advance notice of the survey and its objectives.

SURVEY STRATEGY AND ADMINISTRATION

The following efforts were made to structure the survey instrument and its administration in a manner which would result in the greatest response rate.

1. Care was taken to assure that questions included would not be threatening.

2. Attention was given to the length of the survey and to the reading level of the questions so as not to approach the respondents frustration level.

3. The survey package was designed so that it would attract attention, be simple to use, and be self-explanatory.

4. Professional typesetting and printing were used to make the package appear official, important, and be easily read.

5. Attention-getting devices included the use of colored paper, commemorative postage stamps, a flourescent orange sealing "dot," and the words "IMPORTANT Your Attention Requested" printed near the address.

6. First class stamps were used rather than metered postage. Research has indicated that this procedure does result in increased responses.

7. Surveys were printed in twenty-two separate batches so that each school could send its former students a survey with a letter signed by their principal.

8. The date for the initial mailing was selected so that deliveries would be received on Monday or Tuesday. Researchers' experience has shown that surveys delivered early in the week receive the greatest response.

9. The survey was also timed to coincide with the Easter Holidays. During this time, many college students were home for "spring vacation."

In addition to including intentional design characteristics in the survey instrument, a publicity campaign was activated to stimulate additional responses. A press release was prepared and distributed to the public service directors of all local radio and television stations and to the editor of each local newspaper. The realease briefly explained the purpose of the survey and urged all recipients to return the forms promptly. (See page 69) Parents of students away from home were asked to forward the surveys. The Supervisor for Placement and Follow-Up Services appeared on a television "talk show" to explain the survey. Three placement specialists appeared on a Spanish language radio station. A panel of six specialists appeared on WPBT, the educational television station.

As soon as the random sample names were selected, they were identified to the appropriate placement specialists. The specialists in turn attempted to contact by telephone all persons in the sample to alert them to the upcoming survey and to encourage them to complete and return it promptly.

Due to the large number included in the general population, it was determined that our limited personnel and financial resources would not permit individual telephone or mail contact either to alert these persons or to include them in a "second wave" effort to increase the responses.

Intensive attention and effort were given to extracting a response from every former student in the sample. When the placement specialist in a given school felt that every avenue to obtain responses had been exhausted, notice was given to the District Placement Office. A visiting teacher who was assigned to the placement office was then scheduled to report to that school and cooperate with the specialist in making student contacts and/or obtaining completed questionnaires. This procedure proved very effective in raising the percentage of returns from the sample group.

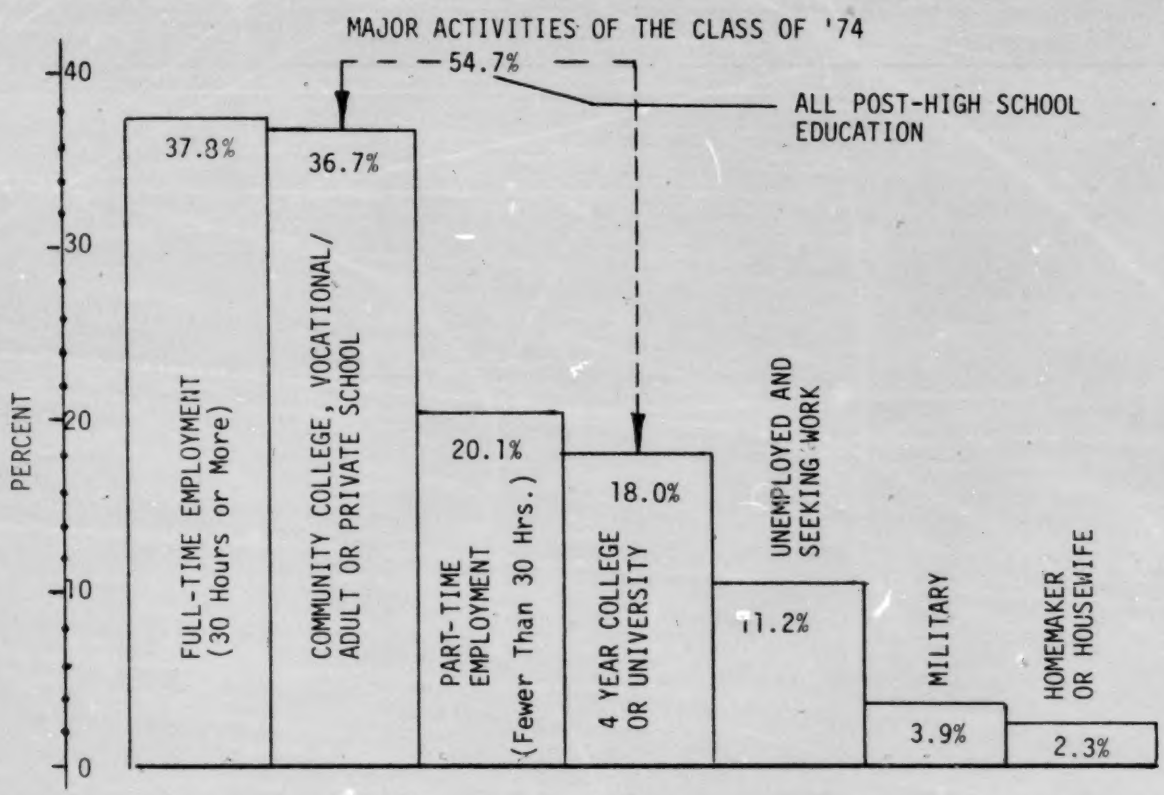
RATE OF RETURN

Of all surveys returned, 56% were received within the first ten (10) days; 33% in the second ten (10) days; and 5% during the third ten (10) day period. The remaining six percent were received over the next forty (40) days. The completed returns were received as follows:

	Surveys Sent	Surveys Returned	Percent
Random Sample	401	383	95.5
General Population	16,531	3,730	22.6
Overall	16,932	4,113	24.2

CHARACTERISTICS OF THE CLASS

According to the Superintendent's 21st Annual Statistical Report, School Year 1973-74, the graduating class of 1974 was composed of 51% females and 49% males. Random sample survey responses were received in the ratio of 53.7% female and 43.8% male. (2.5% were not responsive to the question which identified male-female.) Of this group fewer than one in ten (7.3%) were married ten months after graduation. Thirty-eight percent (38%) were working full-time; twenty percent (20%) were working part-time; eleven percent (11%) were unemployed and looking for work. Eighteen percent (18%) were enrolled in a four-year college or university; thirty-three percent (33%) were attending a community junior college. Less than ten percent (7.5%) indicated that they had enrolled in college but had subsequently dropped out. Four percent (4%) were serving in a branch of the military service.



Total percentage equal more than 100% since a number of respondents were engaged in two activities. Example: Community College and Working Part-Time.

DATA PRESENTATION

Following are the questions which were included in the 1974-75 Follow-Up Survey. In all seventy-eight (78) questions, both the random sample and general population responses are reported. Beginning with question 26, the responses to each question were subjected to a two-way analysis. To compare and comment on the returns from both populations after this point would have severely complicated the presentation. Consequently, in questions 26 through 78, only the results from the sample population are included in the narrative explanations.

Questions 1 through 13 provide certain demographic data which not only characterize the 1974 graduate and leaver, but also provide validation for the random sample population which was selected.

In instances where percentage totals do not equal 100%, certain respondents chose either not to answer or else gave a multiple response in which case both answers were discounted. In questions which allow multiple answers, responses may total more than 100%.

1. MARITAL STATUS

Classification	Sample	General
Married	7.3%	6.9%
Not Married	91.6%	92.5%

2. SEX

Classification	Sample	General
Female	53.7%	56.3%
Male	43.8%	42.7%

3. ETHNIC BACKGROUND

Classification	Sample	General
Spanish	15.9%	14.4%
Black	18.0%	14.6%
White	60.8%	66.1%
Oriental	.2%	.5%
Indian	0	.1%
Other	0	0

4. LAST GRADE COMPLETED IN PUBLIC SCHOOL

Classification	Sample	General*
12th Grade	97.6%	90.0%
11th Grade	1.0%	3.2%
10th Grade	0	0
9th Grade	0	1.2%
G.E.D. High School Equiv.	.5%	1.0%

*The general survey included identifiable withdrawal students; the random sample did not. This accounts for the larger percentages of 9th, 10th and 11th grade leavers in the general group.

5-13. CHECK EACH ITEM WHICH DESCRIBES WHAT YOU ARE DOING AT THE PRESENT TIME

Classification	Sample	General
Working full-time (30 hours or more)	37.8%	32.1%
Working part-time (fewer than 30 hours)	20.1%	23.1%
Unemployed and looking for work	11.2%	14.1%
Unemployed and not looking for work	3.1%	3.4%
In school full-time	40.2%	48.5%
In school part-time	9.9%	10.8%
In military service	3.9%	2.5%
Homemaker or housewife	2.3%	3.0%
Other; please specify	3.1%	2.6%

Though the vast majority of the class was either working full-time or in school full-time (78%), there was a definite indication that a large segment of the group was unemployed and looking for work (11.2% random; 14.1% general). This percentage corresponds closely to the published countywide unemployment figures for this age group at the time of the survey (11.1%*).

The group which was "unemployed and not looking for work" fairly closely corresponded with those who indicated "homemaker or housewife."

In general, those who checked the "other, please specify" category specified activities which should have been listed in categories which were provided.

*Florida State Employment Service, April 1975.

14. HOW DID YOU GET YOUR PRESENT FULL TIME JOB?

Classification	Sample*	General
Does not apply (not working full time)	42.5%	47.2%
Through vocational teacher(s)	2.3%	3.0%
Through other teacher(s)	.0%	.2%
Through school guidance counselor(s)	.5%	.5%
Through friends or relatives	17.2%	12.3%
Through placement specialist	1.8%	.8%
On my own	24.8%	23.4%

*Column not equal to 100% as 9.3% did not respond and 1.3% gave multiple responses.

Keeping in mind that approximately 35% of the respondents were working full-time, the greatest percentage (24.8%) indicated that they obtained their jobs on their own or through other non-school sources. Friends or relatives provided employment assistance to a significant number of respondents (17.2%). Of school personnel who assisted students in obtaining full-time employment the greatest number were assisted by their vocational teachers (2.3%).

It must be pointed out, however, that the former students to whom this survey was sent, graduated or left school prior to the employment of the District's placement specialists. Those who indicated "through placement specialist" well may have confused the title placement specialist with occupational specialists who were employed at that time and who did some job placement.

15. WHAT TYPE OF SCHOOL ARE YOU NOW ATTENDING?

Classification	Sample	General
Does not apply (not in school)	37.0%	27.8%
Vocational Adult Education Center	1.8%	2.9%
Community Junior College	33.4%	38.6%
University or four year college	18.0%	19.9%
Private Business/Technical/Semi-Prof. School	1.5%	.9%
Military specialists school	1.5%	1.5%
Company course or school	.2%	.1%
Apprentice related program	.2%	.3%
Correspondence course	.2%	.5%
Other, specify	2.6%	2.5%

Far more than half (56.8% random and 64.7% general) of the 1973-74 graduates were involved in some type of post-high school educational program. Most of these were enrolled in either a four-year college or university or community junior college. The community junior college accounted for nearly twice as many former students as did the four year institutions. These differences probably reflect cost and geographic location influences as well as somewhat more stringent entrance requirements of state universities.

16. CHECK THE ITEM WHICH BEST DESCRIBES YOUR SITUATION AFTER LEAVING HIGH SCHOOL

Classification	Sample	General
Did not enroll in college (including junior college and technical schools)	36.0%	30.1%
Began college but left	7.5%	7.0%
Still in college	53.7%	58.2%

The purpose of this question was to establish a base figure for the percent of former students who entered college but found it necessary to leave during the first year. This data also serves to validate the responses given to question 17, which explores the reasons for college students leaving.

17. WHAT WAS YOUR PRIMARY REASON FOR LEAVING COLLEGE?

Classification	Sample	General
Does not apply	79.8%	79.9%
Course work too difficult-poor grades	.2%	.5%
Financial problems	1.3%	1.6%
General dislike of college life	2.8%	1.8%
Other, specify	3.9%	3.0%

Of the reasons given for leaving college, the greatest number (3.9%) indicated "other, specify." An analysis of the reasons specified reveals approximately half who could have accurately indicated their reason in one of the categories. The other half listed numerous reasons, none of which were sufficient to establish a significant frequency. Among the reasons listed, the following are typical.

... school disorganized

... decided to enter Air Force

... disliked coach

... illness

... not ready to study

... moved from town

18-25 WHAT WAS THE REASON YOU LEFT HIGH SCHOOL BEFORE GRADUATING?

Classification	Sample*	General
Does not apply (did not leave high school before graduating)	89.5%	82.2%
Lost interest	.2%	3.8%
Had problems with teachers and students	.0%	2.0%
Teachers were not interested in me	.0%	1.0%
The school's programs were not adequate	.0%	1.7%
Courses were of little value	.2%	1.7%
Had to go to work to support myself or family	.5%	2.0%
Other, specify	.0%	2.0%

*Since non-graduating leavers were not included in the random sample, the first item for this group should have totaled 100%. However, approximately 10% of the respondents to whom the question did not apply either left the item blank or made a response other than "does not apply." Analysis and comment is made only on the general group.

The greatest number (142 respondents; 3.8%) of students who were willing to identify the reason for which they left school without graduating, chose to use the least specific category "lost interest." Though this category is undoubtedly the most accurate selection for some former students, it does suggest the least analytical choice.

It was of some interest to note that the categories receiving the greatest responses were directed to "self" and not accusatory of the system as were the items with the three lowest response rates.

THE RESPONSES TO CERTAIN SELECTED QUESTIONS WERE SUBJECTED TO A TWO WAY ANALYSIS WHICH IDENTIFIED THE RESPONDENTS BY ETHNIC, SEX, AND/OR POST-HIGH SCHOOL EDUCATIONAL STATUS (BASICALLY, IN COLLEGE VS. NOT IN COLLEGE). SUCH ANALYSIS, COMPARING TWO OR MORE CATEGORIES IS APPLIED TO QUESTIONS 26 THROUGH 78. THOSE ITEMS WHICH APPEARED TO HAVE OBVIOUS AND SIGNIFICANT DIFFERENCES IN RATES OF RESPONSE HAVE BEEN REVIEWED AND PROVIDED NARRATIVE COMMENT.

26-30 DO YOU FEEL YOUR HIGH SCHOOL PREPARED YOU ADEQUATELY IN THE FOLLOWING AREAS?

CLASSIFICATION		SPANISH		BLACK		WHITE		ORIENTAL		INDIAN		FEMALE		MALE		IN SCHOOL FULL TIME		WORKING FULL TIME		TOTAL**	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
READING (26)	Random	72.1	27.9	86.6	13.4	66.8	33.2	0	100.0	0	0	70.5	29.5	74.1	25.9	70.2	29.8	68.1	31.9	69.4	27.4
	General	74.4	25.6	80.8	19.2	66.9	37.3	63.2	36.8	80.0	20.0	72.3	27.7	66.6	33.4	64.1	35.9	73.3	26.7	67.8	29.3
SOCIAL STUDIES (27)	Random	80.3	19.7	81.8	18.2	71.0	29.0	100.0	0	0	0	71.9	28.1	76.7	23.3	75.0	25.0	75.4	24.6	71.8	25.0
	General	75.6	24.4	74.9	25.1	70.2	29.8	63.2	36.8	40.0	60.0	68.8	31.2	75.0	25.0	70.1	29.9	72.4	27.6	68.5	27.4
ENGLISH (28)	Random	86.9	13.1	86.8	13.2	69.5	30.5	100.0	0	0	0	75.5	24.5	77.3	22.7	72.0	28.0	77.9	22.1	73.3	23.7
	General	76.3	23.7	83.6	16.4	65.8	34.1	73.7	26.3	80.0	20.0	74.0	26.0	65.2	34.8	65.0	35.0	74.5	25.5	68.0	28.8
SCIENCE (29)	Random	57.4	42.6	65.2	34.8	69.5	30.5	100.0	0	0	0	69.5	30.5	64.0	36.0	64.7	35.4	67.4	32.6	61.9	32.7
	General	64.2	35.8	69.0	31.0	66.2	33.8	89.5	10.5	60.0	40.0	63.0	37.0	70.8	29.2	65.9	34.1	67.1	32.9	63.3	32.1
MATH (30)	Random	63.9	36.1	75.8	24.2	72.5	27.5	100.0	0	0	0	69.7	30.3	75.3	24.7	69.3	30.7	73.2	26.8	69.4	26.8
	General	71.5	28.5	74.9	25.1	68.0	32.0	73.7	26.3	80.0	20.0	69.0	31.0	69.6	30.4	68.1	31.9	72.0	28.0	66.8	29.4
NUMBER RESPONDING *	Random	61		67		223		1		0		200		163		233		138		360	
	General	532		524		2,401		19		5		2,044		1,547		2,445		1,175		3,550	

*Numbers are approximate since not all questions were answered by all respondents.
**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

Since there was a 95.6% response rate from the random sample population and a 22.6% return rate from the census (general) population, the responses from the sample group were considerably more valid. Though both groups are shown in each table, only the sample population was considered in all commentary which follows.

In general terms, about seven out of every ten former students felt they were adequately prepared in the basic "academic" areas. Across all racial/ethnic groups, ENGLISH courses were rated highest (69.5% to 86.9%), with SOCIAL STUDIES next highest (71.0% to 81.8%). SCIENCE was rated lowest (57.4% to 69.5%) with MATH and READING in the middle range.

The READING programs received significantly more positive responses from Black respondents (86.6%) than from Spanish (72.1%) or White (66.8%). This trend was consistent with both the sample and general survey population. In fact, this trend is evident to some degree in each of the subject areas. The reason for the differences is suspected to lie in the fact that the percentage of Blacks and Spanish who either attend college or obtain employment requiring extensive academic skills is somewhat less than Whites. These ethnic variables have changed over the past few years and should continue to equalize. This reasoning is consistent with published employment statistics.

SOCIAL STUDIES received its greatest percentage of positive responses from Blacks (81.8%), and Males (76.7%). Respondents in-school full-time and those working full-time were nearly equal in their expression of satisfaction (75.0% and 75.4%). Whites (71.0%) and females (71.9%) reported less satisfaction with this area.

Examination of responses to the ENGLISH program reveals that Spanish (86.9%) and Blacks (86.8%) were significantly more satisfied than were Whites (69.5%). Former students who were working full-time (77.9%) expressed greater satisfaction than those who were in school full-time (72.0%).

Ethnic response to the adequacy of the MATHEMATICS area showed that Blacks (75.8%), males (75.3%), and persons working full-time (73.2%) were considerably more pleased with their preparation than were Spanish (63.9%), females (69.7%), and those in school full-time (69.3%).

The SCIENCE area differed from the MATHEMATICS area in that Whites (69.5%), and females (69.5%) had the greatest regard for their preparation in this subject. Spanish respondents (57.4%) gave SCIENCE the fewest positive responses of all groups rating any classification.

ANALYSIS AND INTERPRETATION OF QUESTIONS 31-78 IS BASED ON SAMPLE RETURNS ONLY

31-39. HOW MUCH DID YOUR HIGH SCHOOL HELP YOU IN REGARD TO EACH OF THE FOLLOWING? (1-Very Helpful, 2-Helpful, 3-Little or No Help, 4-No opinion)

CLASSIFICATION		SPANISH				BLACK				WHITE				ORIENTAL				INDIAN				FEMALE				MALE				TOTAL**			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WORKING WELL WITH OTHERS (31)	Random	44.3				39.1				25.9				100.0				0.0				36.5				28.9				32.6			
	General	39.2	38.1	15.0	7.7	52.6	31.9	10.2	5.3	27.0	41.1	23.2	8.6	21.1	52.6	10.5	15.8	25.0	75.0	25.0	0.0	36.2	38.8	17.9	7.2	27.7	39.6	23.6	9.0	31.9	38.6	20.0	7.7
FOLLOWING DIRECTIONS (32)	Random	37.7	54.1	4.9	3.3	47.0	47.0	4.5	1.5	24.1	50.4	19.7	5.7	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.5	48.5	13.5	3.5	25.9	52.4	5.7	6.0	29.7	49.0	14.3	4.6
	General	40.0	47.0	10.7	2.3	48.7	37.1	9.8	4.4	26.3	45.3	20.0	8.4	15.8	57.9	10.5	15.8	20.0	40.0	40.0	0.0	34.9	43.2	15.7	6.2	27.0	45.8	19.3	7.9	30.9	43.6	16.8	6.7
RESPECTING RIGHTS OF OTHERS (33)	Random	17.9	37.7	13.1	3.3	48.5	32.4	8.8	10.3	29.3	36.7	24.0	10.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	41.6	32.7	17.8	7.9	29.3	38.9	20.9	10.8	35.2	35.2	18.7	9.3
	General	40.0	35.3	15.6	9.2	51.4	32.3	10.8	5.5	26.0	36.1	26.8	11.1	26.3	47.7	10.5	15.8	60.0	0.0	40.0	0.0	36.1	34.5	20.5	8.8	25.0	33.4	25.4	10.7	31.4	34.2	22.6	9.7
USING SPARE OR LEISURE TIME WISELY (34)	Random	23.0	32.8	27.9	16.4	32.4	33.8	26.5	7.4	16.7	27.3	41.4	14.5	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	20.3	35.1	31.7	12.9	20.6	22.4	40.6	16.4	20.1	28.7	34.9	14.3
	General	17.8	27.7	36.9	17.6	27.5	34.4	25.8	12.2	15.2	21.6	47.2	15.9	10.5	21.1	57.9	10.5	20.0	20.0	40.0	20.0	18.4	26.6	39.9	15.1	15.9	21.1	46.4	16.6	17.0	23.8	41.7	15.3
MAKING DECISIONS ABOUT A CAREER (35)	Random	21.7	30.0	41.7	6.7	36.8	29.4	27.9	5.9	20.4	28.8	38.9	11.9	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	27.0	28.0	33.5	11.5	18.3	30.5	42.1	9.1	22.7	28.4	36.2	9.9
	General	27.4	27.8	36.4	8.4	31.3	34.4	27.8	8.5	14.4	25.7	52.0	7.8	5.3	57.9	26.3	10.5	20.0	0.0	60.0	20.0	20.6	29.5	42.2	7.6	16.6	24.1	50.4	8.6	18.5	26.7	44.8	7.9
UNDERSTANDING WORLD EVENTS (36)	Random	31.7	48.3	13.3	6.7	21.2	51.5	19.7	7.6	19.8	47.1	25.1	7.9	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	18.7	46.0	25.3	10.1	24.7	51.2	18.7	5.4	21.1	46.7	21.9	7.5
	General	25.5	41.1	26.0	7.4	20.7	40.4	29.0	10.0	16.4	44.9	32.6	6.2	5.2	47.4	42.1	5.2	20.0	40.0	20.0	20.0	16.3	41.3	35.5	6.9	21.4	46.3	25.2	7.1	18.0	42.3	30.4	6.7
PREPARING FOR MARRIAGE AND FAMILY LIFE (37)	Random	11.9	16.9	32.2	39.0	18.8	25.0	39.1	17.2	7.2	16.2	49.1	27.5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.8	19.5	44.1	23.6	6.8	16.8	44.0	32.3	9.9	16.9	42.0	26.3
	General	9.7	19.4	46.7	24.2	17.2	20.0	38.5	24.3	7.1	15.7	55.2	22.1	11.1	22.2	44.4	22.2	20.0	0.0	40.0	40.4	10.6	19.3	49.0	21.0	6.3	13.5	54.7	25.4	8.5	16.2	49.6	22.0
PRACTICING GOOD HEALTH AND SAFETY (38)	Random	21.7	36.7	31.7	10.0	46.7	43.3	15.0	8.3	18.9	31.7	37.0	12.3	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	23.4	37.3	27.4	11.9	23.6	31.5	33.9	10.9	23.2	33.1	30.2	11.2
	General	21.7	39.2	28.5	10.6	34.0	38.9	20.3	6.8	13.2	37.5	37.3	24.3	0.0	5.6	22.2	22.2	20.0	0.0	40.0	20.0	18.6	38.0	32.6	10.7	16.4	37.0	35.0	11.5	17.2	36.9	32.6	10.8
UNDERSTANDING YOURSELF (39)	Random	20.0	26.7	35.0	18.3	35.8	34.3	19.4	10.4	17.6	27.3	39.6	15.4	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	21.0	28.5	34.5	16.0	21.2	29.0	33.3	16.4	20.6	27.6	33.6	15.6
	General	24.4	31.1	28.8	15.7	39.2	29.7	20.1	8.9	13.8	29.9	41.8	14.6	10.5	26.3	42.1	21.1	20.0	40.0	20.0	20.0	20.5	29.9	35.8	13.8	18.1	29.9	37.8	14.2	18.9	29.1	35.7	13.7
NUMBER RESPONDING*	Random	61				68				227				1				0				202				165				360			
	General	534				523				2,427				19				5				2,066				1,558				3,550			

*Numbers are approximate since not all questions were answered by all respondents.
**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

In questions 31, WORKING WELL WITH OTHERS; 32, FOLLOWING DIRECTIONS; 33, RESPECTING RIGHTS OF OTHERS; and 36, UNDERSTANDING WORLD EVENTS, there was general agreement within all ethnic and sex classifications that the schools had been either "helpful" or "very helpful."

Spanish (32.8%), Blacks (33.8%), and Females (35.1%) rated their schools as "helpful" in Category 34, USING SPARE OR LEISURE TIME WISELY. Whites (41.4%), and males (40.6%) generally indicated that the schools were "little or no help" in this area.

Except for Blacks (66.2%) who rated their schools either "very helpful" or "helpful" in regard to Category 35, MAKING DECISIONS ABOUT A CAREER, all other categories indicated that their schools were generally "little or no help" in this area. It should be noted that little formal emphasis was being placed on career education during the period in which the respondents were enrolled.

The greatest percentage of Spanish (39.0%) respondents indicated "no opinion" regarding Category 37, PREPARING FOR MARRIAGE AND FAMILY LIFE. The greatest percentage within other ethnic and sex categories generally rated their schools as "little or no help" in this area.

Though Spanish respondents (36.7%) most often felt the schools "helpful" regarding Category 38, PRACTICING GOOD HEALTH AND SAFETY, Blacks (46.7%) and females (37.3%) generally reported their schools "very helpful" in this area, whereas Whites (37.0%) and males (33.0%) indicated "little or no help."

Except for Blacks, all ethnic and sex classifications generally agreed their schools provided "little or no help" in Category 39, UNDERSTANDING YOURSELF. Blacks, (70.1%) felt the schools to be "helpful" (34.3%) or "very helpful" (35.8%) in this area.

40-46. DURING HIGH SCHOOL, HOW HELPFUL TO YOU WERE THE FOLLOWING TEACHING METHODS? (1-Very Helpful, 2-Helpful, 3-Little or No Help, 4-No Opinion)

CLASSIFICATION		SPANISH				BLACK				WHITE				ORIENTAL				INDIAN				FEMALE				MALE				TOTAL**			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LECTURES (40)	Random	31.7	40.0	18.3	10.0	35.4	33.8	21.5	9.2	18.8	44.6	30.4	6.3	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	19.3	42.2	29.4	7.1	29.4	38.7	25.2	6.7	22.9	40.2	26.3	6.7
	General	26.0	45.6	23.7	4.7	17.9	40.5	29.4	12.1	17.0	42.7	33.8	6.5	15.8	57.9	21.0	5.3	0.0	60.0	40.0	0.0	18.1	41.7	32.6	7.6	19.7	44.4	29.5	6.3	18.2	41.7	30.3	6.8
INDEPENDENT STUDY (41)	Random	23.0	39.3	27.9	9.8	26.6	53.1	9.4	10.9	22.9	39.0	27.8	10.3	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	25.8	42.9	22.2	9.1	19.4	40.0	29.4	11.3	21.9	39.4	24.0	9.6
	General	21.3	38.2	29.1	11.4	26.2	40.5	21.9	9.7	25.1	37.6	26.9	11.5	21.0	42.1	26.3	10.5	40.0	20.0	40.0	0.0	26.0	39.2	23.5	11.3	23.4	35.2	30.8	11.0	24.1	36.4	25.7	10.9
CLASS OR GROUP DISCUSSIONS (42)	Random	44.8	39.7	12.1	3.4	50.7	28.3	14.9	6.8	42.0	39.4	15.9	2.7	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	45.8	38.8	11.9	3.5	40.7	37.7	17.9	3.7	41.7	36.8	14.8	3.7
	General	45.5	36.6	14.2	3.8	43.5	39.2	13.0	4.2	42.6	40.1	14.7	2.6	42.1	47.4	10.5	0.0	80.0	20.0	0.0	0.0	44.3	38.9	13.9	2.9	31.4	30.0	11.5	2.2	42.1	38.4	14.0	2.8
SLIDES, FILMS, TAPES, MOVIES (43)	Random	41.0	42.6	13.1	3.3	36.9	49.2	6.7	6.2	25.2	48.2	23.5	3.1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.0	45.0	16.5	3.5	24.7	50.6	20.4	4.3	29.2	45.6	18.2	3.6
	General	40.3	41.4	15.3	3.0	34.9	40.5	19.7	5.0	29.5	46.3	20.2	3.9	15.8	78.9	5.3	0.0	40.0	40.0	20.0	0.0	31.4	44.1	20.0	4.3	32.6	46.0	18.2	3.2	30.9	43.9	18.7	3.8
LABORATORY INSTRUCTION (SCI, LAB, IND, ARTS, HOME EC.. (44)	Random	25.6	49.2	9.8	16.4	38.8	32.8	20.9	7.5	34.7	36.9	18.7	9.5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.3	38.3	16.9	10.5	34.0	37.0	17.9	11.1	32.6	36.8	17.4	10.1
	General	37.5	34.0	18.4	7.0	31.9	34.4	20.6	13.1	31.7	37.2	20.5	10.6	44.4	44.4	5.6	5.6	60.0	20.0	20.0	0.0	32.8	37.2	19.4	10.6	32.6	35.4	20.6	11.4	31.6	35.2	19.4	10.6
ON-THE-JOB TRAINING (45)	Random	15.0	21.7	23.3	40.0	35.9	15.6	18.8	29.7	19.5	12.3	20.0	48.2	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	23.4	15.7	18.3	42.6	20.3	12.0	24.1	43.7	20.8	13.1	19.8	40.7
	General	28.6	12.8	18.9	39.8	30.8	21.6	24.0	23.6	19.9	10.7	29.1	46.7	21.1	15.8	10.5	52.6	40.0	20.0	20.0	20.0	25.2	13.5	20.5	40.8	16.9	9.9	20.7	37.4	21.9	12.2	21.1	40.4
STUDY GUIDES OR LEARNING ACTIVITY PACKAGES (46)	Random	10.2	33.9	32.2	23.7	29.2	32.3	18.5	20.0	13.2	25.0	31.8	30.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.1	31.2	24.6	27.1	13.4	24.8	34.4	27.4	14.6	26.7	27.6	26.1
	General	17.1	26.7	23.4	32.8	16.8	31.4	26.1	23.0	9.6	21.0	33.2	36.2	5.3	42.1	26.3	26.3	20.0	20.0	40.0	20.0	13.6	24.6	29.7	32.2	9.5	22.6	33.0	35.7	11.3	22.5	29.8	32.4
NUMBER RESPONDING*	Random	58				67				226				1				0				197				158				352			
	General	525				511				2,415				19				5				2,036				1,523				3,475			

* Numbers are approximate since not all questions were answered by all respondents.
** Percentages do not toal 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

Former students, when asked to rate the helpfulness of various teaching methods, were generally in agreement. LECTURES, INDEPENDENT STUDY; CLASS OR GROUP DISCUSSIONS; SLIDES, FILMS, TAPES, MOVIES: and LABORATORY INSTRUCTION were areas rated as "helpful" or "very helpful" by the greatest number of respondents.

By applying a value of four (4) to those responding "very helpful," and a value of three (3) to "helpful" responses, it becomes conspicuously apparent which teaching methods were felt to be favored by the respondents. The weighted scores show a rank order as follows:

HIGHEST: Class or Group Discussion

Slides, Films, Tapes, Movies

Laboratory Instruction (Science Lab, Industrial Arts, Home Economics, etc.)

Lectures

Independent Study

LOWEST: Study Guides or Learning Activity Packages

NO OPINION: On-The-Job Training*

*It should be pointed out that the greatest number of students rated on-the-job training as a number 4 response which is "no opinion." Since comparatively few students are exposed to on-the-job training their position in the rank listing should not be interpreted as a poor rating.

47. DID YOUR PARTICIPATION IN SUCH ACTIVITIES AS SPORTS, CLUBS, YEARBOOK, NEWSPAPER, ETC., INFLUENCE YOU TO COMPLETE HIGH SCHOOL?

CLASSIFICATION		SPANISH	BLACK	WHITE	ORIENTAL	INDIAN	FEMALE	MALE	TOTAL**
DOES NOT APPLY (Did Not Participate)	Random	50.9	29.2	35.0	0	0	30.8	43.5	34.9
	General	47.1	25.9	36.1	16.7	0	35.4	35.8	33.7
DOES NOT APPLY (Did Not Complete High School)	Random	1.8	1.5	0.8	0	0	2.0	0	1.0
	General	2.7	4.6	2.4	5.6	40.0	2.1	3.7	2.6
YES	Random	28.1	47.7	38.1	100	0	43.4	32.9	36.8
	General	34.3	54.5	39.2	44.4	40.0	40.2	39.8	37.8
NO	Random	19.3	21.5	26.1	0	0	23.7	23.6	22.9
	General	15.9	15.0	23.5	33.3	20.0	22.3	20.7	20.4
NUMBER RESPONDING*	Random	57	65	226	1	0	198	161	359
	General	516	479	2,374	18	5	2,001	1,501	3,502

*Numbers are approximate since not all questions were answered by all respondents.
**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

A total of 34.9% of the respondents felt that Extra Curricular Activities, such as sports, clubs, etc., did not apply to them since they did not participate. Spanish (50.9%) expressed the least participation, with only 29.2% of the Black respondents indicating non-participation.

More males than females (43.5% vs. 30.8%) indicated that they did not participate.

Of the remaining group, those who did participate in extra curricular activities, Blacks (47.7%) felt that such activities were influential in their completion of high school. This feeling was shared by a lesser number of Whites (38.1%) and least by the Spanish (28.1%) respondents.

Of those who participated, females more strongly felt that extra curricular activities influenced them than did males, (43.4% vs. 32.9%).

48-56. IN YOUR OPINION, HOW ADEQUATE WERE THE FOLLOWING RESOURCES AND FACILITIES IN YOUR SCHOOL? (1-excellent, 2-fair, 3-poor, 4-No Opinion)

CLASSIFICATIONS		SPANISH				BLACK				WHITE				ORIENTAL				INDIAN				FEMALE				MALE				TOTAL**			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TEXTBOOKS (48)	Random	21.3	34.8	21.3	3.3	47.0	26.4	39.4	1.5	18.9	19.6	59.0	1.3	0.0	10.5	100.0	0.0	0.0	0.0	0.0	0.0	26.9	22.9	51.7	0.5	22.0	17.0	61.6	0.3	24.0	22.3	54.5	1.5
	General	34.8	52.8	10.9	1.5	26.4	59.6	11.6	2.4	19.6	62.0	16.8	1.6	10.5	73.7	15.8	0.0	0.0	60.0	40.0	0.0	22.9	61.6	14.6	1.4	17.0	44.4	12.3	1.6	22.3	59.3	15.0	1.7
SCIENCE EQUIPMENT (49)	Random	19.7	50.8	18.0	11.5	32.8	37.5	7.8	21.9	28.9	44.9	12.4	13.8	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	28.9	43.7	11.7	15.7	26.2	47.6	14.0	12.2	26.6	43.8	12.2	13.8
	General	28.8	46.8	10.0	14.4	26.3	51.3	9.6	13.3	25.7	47.9	12.7	13.7	31.6	52.6	10.5	5.3	20.0	40.0	40.0	0.0	25.0	47.8	10.9	16.3	28.0	48.4	13.8	9.8	25.5	46.8	11.8	13.2
LIBRARY (50)	Random	51.7	36.7	8.3	3.3	51.5	37.9	7.6	3.0	47.1	40.8	9.4	2.7	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	46.2	40.1	11.7	2.0	54.6	36.2	5.5	3.7	47.5	37.5	8.3	2.6
	General	54.7	35.7	7.1	2.4	51.4	39.5	4.9	4.2	41.3	48.1	8.9	1.7	52.6	42.1	5.3	0.0	40.0	40.0	20.0	0.0	44.3	46.2	7.4	2.1	44.9	43.6	9.1	2.4	43.8	44.1	7.8	2.2
CAFETERIA (51)	Random	14.8	34.4	36.1	14.8	21.9	39.1	25.0	14.1	11.8	34.8	31.2	22.2	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	13.9	33.9	32.3	20.0	13.6	35.8	33.3	17.3	13.5	32.8	31.0	18.0
	General	19.6	36.2	31.8	12.4	17.3	45.9	24.0	12.8	8.3	31.8	38.5	21.4	0.0	68.4	21.1	10.5	0.0	60.0	20.0	20.0	10.3	34.6	35.6	19.6	12.5	34.3	35.2	17.4	10.9	34.1	34.5	18.2
AUDITORIUM (52)	Random	39.3	49.2	8.2	3.3	36.4	42.4	16.7	4.5	26.5	51.6	16.1	5.8	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	28.8	50.5	15.7	5.1	31.9	49.7	13.5	4.9	28.9	48.5	14.0	4.9
	General	45.9	41.9	8.3	39.5	34.2	49.8	11.3	4.8	27.4	50.4	16.8	5.5	10.5	68.4	21.1	0.0	0.0	60.0	40.0	0.0	30.3	49.7	14.8	5.2	32.3	47.8	15.0	5.0	30.4	47.8	14.4	4.9
GYMNASIUM ATHLETIC EQUIPMENT (53)	Random	45.0	40.0	8.3	6.7	56.9	35.4	3.0	4.6	37.5	40.6	9.4	12.5	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	39.1	41.6	6.6	12.7	46.0	36.2	11.7	6.1	40.4	37.5	8.6	9.6
	General	48.6	33.2	7.1	11.1	42.6	38.7	10.0	8.6	38.2	40.5	11.1	10.2	26.3	42.1	21.1	9.5	0.0	40.0	20.0	40.0	38.6	39.8	9.5	12.1	42.0	38.0	11.9	8.1	39.0	38.1	10.2	10.0
CLASSROOMS (54)	Random	27.9	45.9	22.9	3.3	33.3	53.0	12.1	1.5	20.4	52.2	24.8	2.7	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	22.6	51.3	22.6	3.5	23.6	51.5	23.0	1.8	22.4	50.1	21.9	2.8
	General	32.9	52.3	12.7	2.1	23.9	58.9	14.7	2.5	17.7	55.8	24.1	2.4	21.0	57.9	15.8	5.3	0.0	60.0	40.0	0.0	19.1	57.9	21.0	2.0	23.4	52.5	21.2	2.9	20.4	54.4	20.6	2.3
VOCATIONAL LABORATORIES (55)	Random	18.0	37.7	16.4	27.9	33.8	33.8	9.2	23.1	15.6	30.2	9.8	44.4	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	21.7	32.3	7.6	38.4	14.8	35.2	13.0	37.0	18.0	32.1	10.1	36.0
	General	26.5	30.3	9.1	34.1	25.0	42.8	11.3	20.8	14.2	25.0	10.6	32.3	5.6	38.9	5.6	50.0	40.0	20.0	20.0	20.0	20.8	32.7	10.3	36.3	18.3	31.9	14.5	35.4	19.0	31.3	11.7	34.8
MATERIALS AND SUPPLIES (56)	Random	16.4	54.1	23.0	6.6	48.5	37.9	10.6	3.0	18.1	53.7	20.7	7.5	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	26.0	52.0	18.0	4.5	19.5	52.4	19.5	8.5	22.4	49.6	18.5	6.7
	General	28.7	47.3	16.4	7.6	25.1	55.6	12.9	6.4	16.2	54.3	21.6	7.9	10.5	63.2	21.1	5.3	0.0	40.0	40.0	20.0	20.3	53.9	19.6	7.2	18.1	53.2	20.4	8.3	18.8	52.3	19.4	7.4
NUMBER OF RESPONDENTS *	Random	61				66				223				1				0				198				163				373			
	General	531				525				2,422				19				5				2,056				1,554				3,661			

*Numbers are approximate since not all questions were answered by all respondents.

**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

School resources and facilities for the most part were rated fairly high. The area receiving the lowest rating by most respondents was the CAFETERIA. Even in this area though, the responses were nearly evenly divided between "fair" and "poor" averaging 31% to 33% in each classification. The greatest percentage rating CAFETERIA as "excellent" were Blacks, with 21.9%. A sizable number (18%) responded to this area with "no opinion."

The area receiving the highest rating of adequacy in schools was the LIBRARY, with 85% giving an "excellent" (47.5%) or "fair" (37.5%) response. There was little variation among ethnic or sex classifications as to their feelings toward this area.

Ranking closely behind the library, in expressions of adequacy, was GYMNASIUM/ ATHLETIC EQUIPMENT. Nearly 78% gave this area an "excellent" (40.4%) or "fair" (37.5%) rating. More Blacks (56.9%) rated this area "excellent," with fewer Whites (37.6%) giving the area the highest rating. Spanish (45.0%) fell between these ethnic categories. Males rated these facilities higher than females with 46.0% vs. 39.1% rating "excellent." The male/female comparison is influenced by the fact that more females (12.7%) than males (6.1%) offered "no opinion" as their response. The fact that females have had less opportunity to participate in varsity sports and that they more frequently elect activities which require no special facility (dancing, slimnastics, etc.), undoubtedly influenced the larger number of "no opinion" responses.

VOCATIONAL LABORATORIES received comparatively fewer positive responses and more "no opinion" responses since far fewer students are involved in this area than in the others. Discounting the "no opinion" responses, this area was also seen as "fair" by the greatest number of respondents. Blacks (33.8%) and Females (21.7%) rated these facilities considerably higher ("excellent") than did the other ethnic and sex classifications.

All other resources and facilities were rated "fair" by the greatest number of respondents.

57-61. DO YOU FEEL THAT DURING HIGH SCHOOL YOU HAD ADEQUATE OPPORTUNITIES TO COMMUNICATE WITH:

CLASSIFICATION		SPANISH	BLACK	WHITE	ORIENTAL	INDIAN	FEMALE	MALE	TOTAL**
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SCHOOL ADMINISTRATORS (57)	Random	63.3	79.1	53.5	0.0	0.0	63.5	58.3	58.4
	General	47.1	56.0	49.6	66.7	20.0	46.6	54.2	48.7
ACTIVITIES DIRECTOR (58)	Random	61.7	75.0	62.8	0.0	0.0	64.0	66.2	62.1
	General	52.1	57.6	57.0	76.5	20.0	54.6	58.6	54.3
COUNSELORS (59)	Random	83.1	86.4	68.9	100.0	0.0	74.4	75.9	72.8
	General	76.0	79.0	65.7	68.4	60.0	68.1	71.1	67.9
TEACHERS (60)	Random	93.0	86.6	81.3	0.0	0.0	83.6	84.8	80.9
	General	87.5	84.3	81.8	77.8	100.0	82.1	84.1	80.7
STUDENT GOVERNMENT OFFICERS (61)	Random	50.9	54.0	49.1	100.0	0.0	50.3	49.7	46.7
	General	44.3	47.4	42.5	44.4	20.0	42.5	43.9	41.3
TOTAL RESPONDENTS *	Random	60	67	226	1	0	201	158	369
	General	526	520	2,422	18	5	2,067	1,558	3,642

*Numbers are approximate since not all questions were answered by all respondents.
**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

With only few minor exceptions, more than half of the respondents felt they had adequate opportunity to communicate with all five (5) areas of professional and student government workers in the school, which were included in this question series. The areas are ranked according to the percentage who felt they did have adequate opportunity for communication. The ranking is as follows:

HIGHEST:		LOWEST:	
Teachers	80.9%	Student Government Officers	46.7%
Counselors	72.8%		
Activities Directors	62.1%		
School Administrators	58.4%		

In most categories, a higher percentage of Blacks felt an adequate opportunity to communicate than did Whites or Spanish. Spanish (93.0%) indicated the greatest opportunity to communicate with TEACHERS. There was little difference between the responses of males and females.

62-66. DURING HIGH SCHOOL, HOW MUCH DID THE FOLLOWING PERSONS HELP YOU IN PLANNING YOUR CAREER OR OBTAINING EMPLOYMENT? (1-Very Helpful, 2-Helpful, 3-Little or No Help, 4-No Opinion)

CLASSIFICATION		SPANISH				BLACK				WHITE				ORIENTAL				INDIAN				FEMALE				MALE				IN SCHOOL FULL-TIME				WORKING FULL-TIME				TOTAL**			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PARENTS OR RELATIVES (62)	Random	38.3	35.0	20.0	6.7	58.2	26.9	13.4	1.5	46.9	26.5	19.9	6.6	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	42.1	28.7	24.8	4.5	54.0	27.6	11.0	7.4	55.6	22.5	16.6	5.3	39.3	33.6	20.0	7.1	45.6	27.6	18.2	5.7
	General	45.1	30.2	18.1	6.6	45.6	31.1	17.6	5.7	41.7	35.1	19.5	3.7	47.4	26.3	26.3	0.0	60.0	40.0	0.0	0.0	43.5	35.4	18.9	4.2	42.3	33.7	19.7	4.3	48.0	33.6	15.5	3.0	37.7	32.5	34.3	5.5	42.1	32.7	18.8	4.2
COUNSELORS (63)	Random	18.0	31.1	39.3	11.5	40.3	29.9	26.9	3.0	12.4	29.5	48.7	9.8	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	21.3	32.7	39.1	6.9	13.6	28.4	46.9	11.1	16.6	29.1	47.0	7.3	15.8	34.5	42.5	7.2	16.9	29.7	41.7	8.6
	General	16.4	28.9	44.2	10.6	24.3	34.8	37.1	8.8	9.1	24.4	58.6	7.9	21.0	10.5	63.2	5.3	0.0	20.0	80.0	0.0	13.6	26.2	51.4	8.8	11.5	26.3	54.0	8.1	12.4	27.3	53.7	6.5	11.4	22.6	56.4	9.7	12.4	25.6	51.4	8.3
OCC. OR PLACEMENT SPECIALIST (64)	Random	8.2	13.1	42.6	36.1	34.3	14.9	29.9	20.9	7.8	15.1	40.6	36.5	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	16.7	15.7	35.4	32.3	8.7	11.8	44.7	34.8	8.2	9.5	44.9	37.4	11.7	19.7	40.9	27.7	12.5	13.8	37.8	31.5
	General	8.5	11.2	44.1	36.2	12.6	22.3	37.9	27.1	5.6	8.7	53.4	32.3	10.5	10.5	42.1	36.8	40.0	0.0	40.0	20.0	8.2	12.4	47.4	32.0	6.0	8.9	52.7	32.3	4.5	9.1	53.1	33.2	11.1	10.9	49.4	28.6	7.0	10.5	47.8	31.0
TEACHERS, COACHES, LIBRARIANS (65)	Random	15.0	21.7	46.7	16.7	35.8	31.3	25.4	7.5	13.8	31.7	38.8	15.6	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	18.4	33.3	36.8	11.4	19.3	24.2	38.5	18.0	16.7	26.7	41.3	15.3	18.6	30.0	36.4	15.0	18.0	28.4	36.5	13.8
	General	19.7	24.6	36.9	18.8	21.5	33.8	31.3	13.7	15.0	27.0	46.1	11.4	10.5	52.6	31.6	5.3	40.0	0.0	40.0	20.0	18.8	27.8	40.2	13.2	14.3	26.6	46.1	13.0	17.0	30.0	41.8	11.3	19.1	23.5	44.0	13.5	17.0	26.6	41.6	12.7
FRIENDS OF YOUR OWN AGE (66)	Random	8.3	35.0	38.3	18.3	25.4	34.3	31.3	9.0	18.6	34.1	32.7	14.6	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	18.4	33.8	34.3	13.4	18.4	33.7	31.9	16.0	11.9	39.1	31.1	17.9	19.6	29.7	39.9	10.9	17.4	32.8	32.8	14.0
	General	15.7	34.6	31.8	18.0	17.3	33.5	33.7	15.4	16.5	37.0	35.1	11.4	5.3	36.8	52.6	5.3	40.0	20.0	40.0	0.0	16.9	35.9	34.0	13.2	16.1	35.8	35.7	12.3	15.1	38.5	35.1	11.3	19.6	34.0	41.3	14.5	16.1	35.0	33.9	12.5
NUMBER OF* RESPONDENTS	Random	61				67				224				1				0				198				161				151				138				372			
	General	530				523				2,424				19				5				2,059				1,550				1,788				1,181				3,653			

*Numbers are approximate since not all questions were answered by all respondents.

**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

Without exception, all classifications reported that PARENTS OR RELATIVES were the most helpful to them in planning a career or obtaining employment.

Blacks generally (from 59% to 85%) rated all categories as very helpful or helpful whereas in other sex/ethnic classifications, approximately half indicated that they received little or no help from any other category listed. Both Black and White respondents (53% to 60%) reported that FRIENDS OF YOUR OWN AGE were helpful or very helpful. Spanish respondents had a less positive evaluation of this group.

OCCUPATIONAL OR PLACEMENT SPECIALISTS received the greatest number of no help or no opinion responses due to the fact that few schools had occupational specialists and no schools had placement specialists during most of the time the surveyed students were enrolled. The responses to this category will provide more meaningful data in subsequent surveys.

Between the "in school full-time" and "working full-time" classifications, the greatest difference occurred in the OCCUPATIONAL OR PLACEMENT SPECIALIST CATEGORY. Respondents who were working full-time indicated helpful or very helpful in planning a career or obtaining employment more frequently than did those who were in school full-time: 31% versus 18%. These activity classifications were rated basically the same in the other question categories.

When all response classifications were totaled, the percentage who replied little or no help to the various question categories seemed significant. COUNSELORS (41.7%) received the lowest rating; followed by OCCUPATIONAL AND PLACEMENT SPECIALISTS (37.8% see above); TEACHERS, COACHES, LIBRARIANS (36.5%); FRIENDS YOUR OWN AGE (32.8%) and PARENTS OR RELATIVES (18.2%), who were reported mostly helpful or very helpful (45.6%).

67-78. HOW MIGHT THE SCHOOL IMPROVE ITS PROGRAM?

CLASSIFICATION		SPANISH	BLACK	WHITE	ORIENTAL	INDIAN	FEMALE	MALE	TOTAL**
		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ALLOW MORE OPPORTUNITY FOR STUDENTS TO SELECT COURSES (67)	Random	76.7	79.1	78.5	100.0	0.0	80.8	76.1	75.9
	General	75.8	85.0	75.6	84.2	80.0	76.7	78.3	75.2
PROVIDE MORE INFORMATION ON JOBS AND CAREERS (68)	Random	89.8	94.2	90.6	100.0	0.0	92.0	90.9	89.0
	General	94.6	93.6	90.6	84.2	100.0	91.9	90.9	89.7
OFFER MORE SPECIFIC TRAINING FOR A JOB (69)	Random	88.3	92.5	82.9	100.0	0.0	84.8	86.0	82.5
	General	83.1	92.1	82.1	72.2	100.0	86.1	80.5	81.3
OFFER MORE ASSISTANCE IN FINDING EMPLOYMENT (70)	Random	75.0	93.9	79.6	100.0	0.0	86.2	78.5	78.5
	General	81.2	90.2	78.8	72.2	100.0	82.2	79.6	77.9
REDUCE CLASS SIZE (71)	Random	58.3	68.2	73.5	100.0	0.0	71.6	66.3	66.8
	General	61.4	50.5	74.3	73.7	80.0	68.4	69.3	66.8
ALLOW STUDENTS THE OPPORTUNITY TO KNOW TEACHERS BETTER (72)	Random	73.7	90.9	82.3	100.0	0.0	88.3	78.3	79.8
	General	81.5	83.5	78.4	78.9	100.0	81.2	77.6	77.1
PROVIDE MORE OPPORTUNITY TO PARTICIPATE IN AFTER SCHOOL ACTIVITIES (73)	Random	60.0	68.1	53.2	100.0	0.0	57.8	57.5	54.8
	General	59.5	72.2	55.7	61.1	40.0	57.6	59.6	56.2
PROVIDE MORE OPPORTUNITY TO BECOME INVOLVED IN WORK-SCHOOL PROGRAMS (74)	Random	72.9	94.0	67.9	100.0	0.0	77.3	69.3	71.0
	General	71.4	89.8	71.7	68.7	100.0	76.8	71.1	71.7
PROVIDE BETTER SECURITY AT SCHOOL (STUDENT AND TEACHER PROTECTION) (75)	Random	57.4	69.7	47.8	100.0	0.0	55.1	52.4	52.2
	General	62.7	74.3	56.4	52.9	40.0	60.0	56.8	56.4
PROVIDE MORE OPPORTUNITIES FOR CULTURAL EXPERIENCE (ART, MUSIC, DRAMA, ETC.) (76)	Random	75.4	83.3	72.6	100.0	0.0	75.4	74.8	73.1
	General	73.9	83.6	73.3	89.5	100.0	77.6	72.1	72.8
PROVIDE MORE CHALLENGING COURSES FOR "COLLEGE-BOUND" STUDENTS (77)	Random	85.0	95.5	88.3	100.0	0.0	87.8	91.5	85.9
	General	91.4	90.7	87.7	89.5	80.0	89.7	87.2	86.4
PROVIDE THE OPPORTUNITY FOR STUDENTS TO TAKE SIX OR MORE COURSES DURING A QUINMESTER OR SEMESTER (78)	Random	82.8	71.4	78.1	100.0	0.0	79.7	76.1	73.1
	General	76.0	68.7	76.6	73.7	100.0	75.7	75.1	72.6
TOTAL NUMBER RESPONDING "YES"*	Random	46	55	162	1	0	172	150	322
	General	379	474	1,699	11	5	1,855	1,344	3,199

*Numbers are approximate since not all questions were answered by all respondents.
**Percentages do not total 100% since a few respondents left certain questions blank or else gave multiple answers which were discounted.

All classifications of respondents were in general agreement in their selection of those things their school should do to improve its program. The three areas selected most often were:

1st Choice: 89.0%, PROVIDE MORE INFORMATION ON JOBS AND CAREERS

2nd Choice: 85.9%, PROVIDE MORE CHALLENGING COURSES FOR COLLEGE BOUND STUDENTS

3rd Choice: 82.5%, OFFER MORE SPECIFIC TRAINING FOR A JOB

The only significant variation from this pattern was that even though Black respondents agreed with White and Spanish respondents on the first and second choices, they felt that PROVIDE MORE OPPORTUNITY TO BECOME INVOLVED IN WORK-SCHOOL PROGRAMS (94.0%) and OFFER MORE ASSISTANCE IN FINDING EMPLOYMENT (93.9%) were greater needs than the third choice of the White and Spanish respondents. OFFER MORE SPECIFIC TRAINING FOR A JOB, then became the fifth choice of the Blacks (92.5%).

Since respondents were allowed to select all question items they felt to be important and were not asked to rank the item, numerous high percentages were recorded.

Though they did not totally agree on the order of the last three choices, the major ethnic groups did agree on the three question items they felt to be of least importance. These were:

10th Choice: 66.8%, REDUCE CLASS SIZE

11th Choice: 54.8%, PROVIDE MORE OPPORTUNITY TO PARTICIPATE IN AFTER SCHOOL ACTIVITIES

12th Choice: 52.2%, PROVIDE BETTER SECURITY AT SCHOOL (STUDENT AND TEACHER PROTECTION)

It should be noted, however, that even in the 12th choice, over half of the respondents (52.2%) felt that the schools should improve this aspect of their program.

STUDENT COMMENTS

BACKGROUND

Space for comments was provided at the end of the questionnaire. The reactions given in this area made it one of the most enlightening portions of the survey. Respondents were able to not only reinforce reactions already suggested in the body of the survey, but also to voice feelings and opinions in their own words. Over 1,200 respondents chose to comment.

Comments varied in length from a terse couple of lines to three full pages of commentary. Twenty-seven (27) respondents who replied in lengthy letter form were sent an individual reply expressing appreciation for their interest and sincerity.

In order to analyze the comments received, each was read and assigned to one of seven categories. The categories and the number/percent of comments received in each were:

CATEGORY	NUMBER	PERCENT
Constructive	379	31.1%
Critical	271	22.3%
Critical Constructive	211	17.3%
Supportive	187	15.4%
Neutral	71	5.8%
Constructive Supportive	56	4.6%
Critical Supportive	42	3.5%
TOTAL COMMENTS (Approximate)	1,217	100.0%

Though nearly every comment was of interest, it was impractical to include all of them in this report. However, in an effort to provide the reader with a representative sample of the quality and content of the comments, each one (within a given category) was assigned a sequential number. By use of a random number table, sufficient comments were selected to present a page of each comment category. These selected comments follow.

STUDENTS' COMMENTS - SUPPORTIVE

I believe that the Peer Counseling groups were the greatest asset to the school system. I was involved.

During my three years at ___ High School, I was very active and involved and that is really what made me feel like going further.

Make all schools like ___ High School. Inner School--that Inner School helped to keep me in school, and I loved it. I enjoyed going to school. The teachers were like people not just teachers. I could talk for hours about it.

I enjoyed high school very much and everybody helped contribute to it: teachers, counselors, coach and friends. I have no complaints. I beleive ___ High School is an adequate school with good opportunities.

I was lucky to go to ___ High School. Especially lucky to be involved in first year of Potential Unlimited. It gave me insight to life, not only math and grammar.

I found my Cooperative Education teachers to be the most helpful of them all.

In general, I think my years in high school can be considered the best years I ever had as I met a lot of good friends and it prepared me for the future.

I love ___ High School and I want it to be the best especially since my sister will be going there next year.

I have to say that ___ High School has some of the finest and most understanding teachers that I have ever had. I am now doing what I like to do. I have a good job, married, and happy. Thank you all at ___ High School for your help.

The first two years it was tough to adjust, but the last year, I enjoyed especially the art course. I also enjoyed the close-up tour to Washington, I considered it a great opportunity.

I think that the On-The-Job Training Program is great!

Many people said that they got nothing out of high school. I disagree. I feel that you get as much out of it as you put into it. I enjoyed high school and I learned a lot. I couldn't have gone to a better high school.

I found that the CBE, DCT classes were very helpful. They taught me so much of what I needed when I got a job.

I think that courses offered like Potential Unlimited will show the students to be more responsible for themselves.

I'll never forget my high school years. Not only was I allowed to participate in a lot of school activities but also got the chance to work.

I enjoyed my high school years very much and was thankful for the opportunity to go to school with such good coaching personnel.

My high school experience was a truly rewarding one, made so by the opportunities for personal achievement, the honors program, and some very dedicated, beautiful people. Like anything else, ___High School is not perfect, but overall I feel it is an excellent institution, one of which I am very proud to have been a part.

It was an enjoyable learning experience.

I liked my high school experience. I am now ready for full time employment or take up a trade.

I think ___ High School is a good school and I learned what I needed to learn there.

I thought the high school was very well run. I thought the chorus was especially excellent.

___ High School is getting better every year in what I can hear about classes. Classes are supposedly getting harder which is better for the students.

It was a very nice school. Never had any problems there.

I would just like to say, "Thank you for making my last year in high school the best year."

The subject I got most benefit out of were those in which open classroom discussions were always welcomed. It provided an easier atmosphere to relate to educationally as well as socially.

I personally liked ___ High School and I am starting night school there as soon as we can affort it. It was a great school and I liked the teachers but I wanted to get married.

The vocational courses are excellent.

About my high school experience I will have to say that it was a great experience.

In high school I learned more than I thought. Because it is showing now that I am in college. I miss high school a lot.

My best times I had were in high school. I hate college.

My high school experience was very good. It helped me in knowing and understanding people.

I'd like to go back.

All I want to say is that I didn't get a chance to finish school because of family problems, but I am a lab technician now. I think that I was one of the lucky ones to be given a second chance. So to all other students: stay in school and get your diploma. Because you might not be as lucky as myself. You need that piece of paper. It means all the world.

My three years at ___ High School were rewarding, and I'll never forget them.

Very good. I learned much more information applicable to after high school life, from open discussions in classes as well as class related discussions than lectures, textbooks, etc. My C.B.E. program was most beneficial. Not only did it give me on-the-job training for future references, it also gave me the experience and self-confidence to want to work after high school.

None were more helpful in planning or helping me decide on my career and my future goals than the vocational education staff of ___ High School. They provided informal discussions that helped me on my decisions on a future goal.

I have talked to a lot of kids that are still in high school and they can't wait to get out. I can't understand that because I feel my high school days were the best of my life. Believe it or not, I enjoyed ___ High School.

My school years were great. Teachers and administrators were kind enough to make you feel what responsibility was.

I was especially grateful for the Job Entry Program.

As far as I am concerned, the School Board is doing the best it can.

STUDENTS' COMMENTS - CONSTRUCTIVE

I think that providing more challenging courses for "college bound" students would really be very beneficial to those who plan to go to college.

Offer and encourage the study of advanced courses; such as courses which are normally taken in college, and provide a way for students to get college credit for their work. Also create more rigorous disciplinary measures.

You should provide more meaningful homework assignments. College means work. High school wasn't. I enjoyed high school but would have appreciated more deliniation between vocational and college bound students. We need harder courses to prepare you for college.

Colleges are a whole different experience. High schools should do more for college bound students than just show them a catalog. A little more academic freedom would also be helpful.

Make the rules stricter because there is a lot of playing around involved at that school. Make sure that teachers enforce rules.

Students should be able to get to know the teachers on a one-to-one basis.

If someone is sick and misses not 9 but 11 days in a quin they should be allowed to still go on, especially if their grades qualify.

College and career guidance should be provided at an expanded level. As it exists today it is of little help. Further emphasis should be placed on reading and English skills.

Classes need to be harder and not as easy going. Because when you get to college you get shocked at how hard the school is and that you have to think for yourself.

I would like to see more challenging course offerings for college bound students. I thought I worked so hard in high school, but when I got here (college), I was somewhat intimidated by kids who seemed to have done so much more in high school academically. Certainly self-motivation is a factor, but more stimulating courses would surely help.

I think a class that deals with a realistic view on life and current problems that a student will be confronted with when he graduates and "gets out into the world" as they say, should be offered.

Reduce class size. Sports and activities between students and teachers. Intermingle them. Weed out the teachers who aren't proficient teachers. Teaching is an art not a test score.

School should have former students approach the students and discuss their problems on finding a job or life problems.

Do away with the crazy English classes and go back to grammar.

Teach us something. Make things challenging. More teacher-student relationships. Cater to smarter students, its easy enough to get by for less intelligent ones. Need more discipline. Less busy work. Encourage the students to not just get by.

Provide more opportunities for students to know the world they live in.

Press students to take higher level courses (such as phases 4 and 5). This I believe will lessen the amounts of students who are able to take such courses and are not taking them due to carelessness or laziness.

Get more counselors who know more about after high school plans and professions and who are more interested and helpful.

I am now studying administration in the United States Air Force in Mississippi. Make sure that the students take the subjects in high school to help with his/her career because I am just taking typing and I could have gotten it in high school.

More specific training for a job or at least more information for the students' interested in a field.

I feel that the Cooperative Health Occupations program needs more equipment and more opportunities for students to enroll in the program, and more publicity so that the students will know the program exists.

First and most important, you must provide more challenging courses for interested students. Second, you must improve the environment that students are trying to learn in.

I have very high regards for this school. I only regret I did not put more into it in the way of school activities and my work. I think the school should make people take at least one quin of literature and at least one of grammar each year. It could benefit them as well as society in the years to come.

I think that the Armed Forces test should be stressed a little more. Meaning the school should encourage the students to do the best they can on these tests, because if they decided to come into armed forces I do believe it would be rewarding.

The drug traffic needs to be slowed. Think I would have stayed in school had the rules been enforced.

I feel the public schools should strive 100% harder to teach students to study independently. This is what one needs for success in higher education. All efforts should be put to those who want to learn--not babysit.

I am presently unemployed and could use some help in obtaining a job.

Students should have more on-the-job experience and to prepare them for certain careers.

I feel more cultural appreciation is needed. I am a musician and the only thing kids listen to now is that garbage music.

Classes could operate better if they could be smaller. More of an individual study then group "get together". Being able to know one another and helping each other. Knowing their students specific needs better.

Teachers should show more interest in the students better lighting systems in the classrooms.

I think it would be a good idea to prepare students for college by pointing out to them that they must first have great study habits. Give them maybe, a big project that takes a few weeks and grade them heavily. Make them realize how important it is that they accomplish good study habits to help them get through college.

The only suggestion I have is to make sure seniors know English inside and out for their freshman year in college.

Provide opportunities to learn by experience. There is no better way.

I feel that the school should offer students a schedule of classes that relate more to what he is planning in college or careerwise in the future.

Would like to take the G.E.D. program without going to classes just taking the test.

I would like information about the summer quin because I plan to return to school.

I don't have any comments on the school, but I would like to go back to school.

I would like to return to school at night because I want to get a job to help my mother and father with the house. Can you help me get a job or get back into school?

I am very interested in furthering my education at the adult education center.

You don't know how much you really learned from high school until you've enrolled in college and either you struggle or sink.

There were not many experiences to talk about in high school, but I wish I was back in school.

Well, for one thing I would like to go to night school because I have to work in the daytime. I would like to continue my education, so that I can get a better job.

I feel that school spirit is one thing that is very important since it develops a pride for your school that will remain with you long after your high school days. Many times, you will notice a person with excessive school spirit, this person will usually show excessive efforts towards his studies.

Would like to go back to school and finish to get a diploma.

Well, all I would like to say is that I would be glad to go back to day school because I would like to finish and get my diploma.

No comment. It's a good school, but the students can make it an even better one only if they try a little harder.

I am not in school, and if it is possible that you could get me back in school I will try my best. I don't have the money to go to an adult school.

I don't know why but in high school, I was a very poor student and did not enjoy it. Now that I am in college I am an "A" student. My average the first semester was 4.0 and now it is a 3.8.

I want to get back in school. But I only want to go to school for one reason and that is to get my G.E.D.

Well, if I had an opportunity to return to school I would. But I am working to support my family and myself so it is almost impossible to do at the moment.

I would appreciate it if you could send me some information about part-time summer jobs. Please if you have any information, I would like to know about it. Thank you.

I went all the way through school and have my high school diploma. I have been looking for a job ever since I finished school and still don't have one.

The reason I left school and home was because I had family problems and I wanted to be on my own. It really wasn't the school's fault, it was mine.

Not too late, wasted my time. I am still not in proper slot. Hope to improve myself and then get a trade and better means of taking care of myself--all my own fault.

Why should ___ High School provide more or better when students do not take full advantage of all that is offered now?

I don't have any suggestions. I do hope that the next students will take full advantage of what the school has to offer.

I experienced a lot during my school years, in high school. But still need more experience in learning and doing things to better my education.

I would like to know about college but I don't know if I have the money to go or what it costs. Please give me some information that can be helpful to me.

I used to think that by forcing students to take certain particular general courses, not pertaining to what they believe is an adequate valuable class, was bad. They required courses for all students at MDCC this proved to be a great general educational value to me.

It was very hard learning and fighting with (racial) and (racial) students at the same time.

I would very much like to continue school. I would like to enroll in your night classes. I would like to continue my education so that I can get a better job.

I want to thank all the teachers and administrators involved in the fun, work, and important decisions that they are to be remembered by myself as a student and as a person.

I would like to hurry and find a job so I could finish my education.

I wish I had taken part in more school activities, it would have made school better for me.

School doesn't teach you how to learn it on your own. When you graduate from a senior high school you become a freshman of the world.

STUDENTS' COMMENTS - CRITICAL

My biggest complaint is the lack of vocational information and college financial aid information.

I quit school because I felt out of place. I had my baby when I was in the ninth grade, so when I started school at ___ High School, I was not allowed to try out for cheerleading or Swingets. This disappointed me very much and I quickly began to loose interest in the school and the people in it.

I am just sorry I didn't become more involved in high school. I was getting so bored and disgusted the last year of school that it's left me no desire to start college or continue studying.

The school administrators are too authoritarian.

The main problem I found in high school is that counselors have too great a ratio of students to take care of. I do not think that students get the kind of attention and help from the counselors that they need because the counselors time is so limited.

In discussing my high school experience with other people, most agree that the last two years have very little knowledge for them. Too much time is wasted on unimportant things.

___ High School does not encourage the college bound student sufficiently. This school does not offer the challenge for the advanced students it should. Its curriculum is geared for students to work after high school.

___ High School was geared to the work oriented student. The college bound student was ignored. My high school education was inferior in comparison with other college students I have met.

High School does not offer a wide enough variety of elective classes. The couselors did not help students much. Classrooms too impersonal and classes too large.

Classes are boring and not challenging enough.

The educational programs are inadequate, especially in the basics. The programs are much too easy. The information being taught in 9 months could be easily taught in 6 months. This also leads to boredom.

High school, I found, was more like a strict prison than a school. What I learned was on my own. I am happy to say that I am doing wonderfully in college with a very high average, but I am sorry to say that I found high school a waste of time. I plan to go on and get a masters degree in advertising.

High school was the biggest farce I have ever had the displeasure of being associated with.

I feel that the school system today is too lax. Nothing is expected of the students, therefore, little effort is put forth. Students are just passed on according to age, not necessarily meeting any special standards.

I spent three years in ___ High School and I never knew who my counselor was or even if I had one. I got no help from anybody. Please consider this area.

I feel that high schools are not working as they should be. I am now attending college and I am having many difficulties because I am not prepared for it yet.

Too much time wasted in schedule changes and attendance taking during the quinmester system. Also, you have to adapt to each teacher's different method of teaching the same subject.

Wished ___ High School would have taught me something instead of giving me a chance to skip and goof off.

In my opinion, high school is a joke, same thing every year.

The constant rushing and pushing students together is no good. They are given no time to get to know each other or relax. There is a constant pressure to work, work, work. Split shift stinks.

Athletics are not open to students who have classes during morning hours, since most practice is held in the morning.

As far as the people who run things; assistant principal, counselors, aides, many of the teachers, I was very disappointed. Most are prejudiced or scared to do anything out of the ordinary. I did not receive the education necessary to prepare me for college.

I personally wasn't motivated in high school because there wasn't much interest in it for me. I am studying air traffic control at college which is very interesting to me.

It's a shame, but I was disgusted with the level of teaching in my senior year. The teachers were spending more time disciplining the low and restless students, than encouraging the eager students to learn.

When the quinmester was established, the school standards dropped. There was no opportunity for a student to get the English he needed for college. You don't offer English composition, structure, or the knowledge one needs to go to college.

You should have younger teachers because they understand better than the older ones, and a lot of them don't want to be bothered with teenagers.

After completing nearly a year of college, the one thing that stands out which is lacking in instruction is, how to study efficiently for college bound students.

Classes were boring and not challenging enough.

The only experience I had when I went looking for an advisor or counselor, I was always neglected. So I think, you should get more understanding counselors and teachers who are willing to help us. They did not help me.

I think that high school doesn't prepare students for the world around them. I learned more from my mother and working than in school.

An unairconditioned school in Miami is ridiculous. It is really uncomfortable to try to concentrate in the heat. Administrators may have forgotten this because their offices are airconditioned. Also, the school is too big for any personal attention.

When I was attending ___ High School, my counselor was interested only in getting me out one year early, whether I was ready or not. This is wrong.

As a musician, I found that high school facilities in Dade County (not just my school) are inadequate as far as fine arts students are concerned. Students would show more interest in the facilities and schools if they were better equipped.

My high school did very little in preparing me for a competitive university. I had no work pressures and this has caused problems for me now.

I was an Early Admissions student at Miami Dade. I felt high school was a waste. I feel that Early Admission was the wisest thing I did. You need help.

I have taken many business courses in high school yet, I can't get a job anywhere. I don't understand. It was supposed to help me find a job.

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The only suggestion I have is to improve the teaching staff. One of the few good teachers I had was Mr. ___, you need more like him. Also get rid of courses like "Mystery and Horror" type!

Prepare students for college. I never wrote any research papers or any papers of any kind and this made college very hard, also English and Mechanics are essential. I missed that too.

School seems to me as if it is just a big joke. It needs to be more formal, provide better and more difficult learning situations.

High school should be a learning experience not a popularity contest. More emphasis should be placed on educational studies instead of sports oriented.

Most of the courses do not prepare students for college. Specifically in the area of English. The need for more intense, and adequate writing courses is crucial.

During my high school education, I felt very left out in some of my classes. The cause of this feeling was mainly due to being in classes with (race) students. I was the only (race) in these classes. So, I would like to suggest to my high school to put every effort it can to please have at least two (race) in a class. Really, it helps!

When I was in high school, the teachers cared too much about if you went to class or not. Now, I am in Miami Dade Junior College and if you really want to learn you go to class and that is the way that should be in high school. I think the student will care more about high school.

My high school did not prepare me sufficiently for college studies or for marriage and family life of my own. This might well be added to improve the school curriculum.

It was quite enjoyable. I do feel that I learned quite a bit. However, more emphasis should be made on the developing of good study habits. My major complaint is just that. I had to learn to study when I got to college.

I think teachers qualifications should be checked over periodically because with bad teaching methods students loose out.

The math and science department should be updated. They are teaching the bare minimum of material required as prerequisites for college courses, in particular the calculus and physics classes.

I personally think most teachers let students slide through high school without really teaching them anything. English grammar should be emphasized.

Teachers should be closer to students and more understanding of a younger person's needs and capabilities and habits. Be Human!!!

Please express the importance of selecting courses to help your future. I spent much time in clubs and sports and let the things I really needed slip by: an education to help me outside in the world.

Don't put students of widely varying intelligence levels in the same class. Field trips such as visiting places where a lot of students would like to know about the jobs should be taken. Such as military bases where the kids could talk to military men to see what service life is really like.

In this day and time, I feel the school system should be set up more so for the students than for the administration. The students should want to come, not have to come.

High school did not prepare me for college. A high school should be divided into two: one for college bound students and another for technical students. Teachers should treat students like human beings. Administrators should be honest, sincere and human.

In my opinion, teachers and students should work closer together. A big number of teachers don't care.

Too much non-career required courses. Should make English, social studies, P.E., etc., electives instead of required courses so that students can pursue their major. Present system wastes students time on non-major subjects. Teaching general courses doesn't help someone in a specialized field.

I found that after my schooling in New York, this was too easy. I didn't have any real incentives. Put more challenge and work into the courses and help develop better study habits.

The school was great except fot teacher/student relations. Teachers don't really get involved with students that much.

I feel things would have been better if more courses in English, Science and Math were especially stressed. All through my years in high school, I was very behind in these areas and I owe that to new math, new English methods and not enough science offered for the average person.

Get together with the students more often. The whole time I was at ___ High School, I met the principal one time, and that was at graduation, and I was there for four years.

I feel that question #77, (courses for college bound), is the most important thing for the high school to improve. Instead of absurdly easy courses in which an intelligent person learns nothing. More "honors" or "college bound" courses should be offered.

In my first year at Dade Junior College I have come to realize all things I never learned in high school which would be very helpful to me now. I think training for a profession should begin in high school instead of wasting time and money in college to find what you want to study.

I feel very strongly that more challenging courses for college-bound students should be offered. Personally high school did very little to prepare me for the work I am now doing in college.

Get more qualified counselors. Have better control over "cultural" events. They get too out of hand. Student government officers didn't have time for the students as they should.

Not so many rules. High school is not for babies. You feel sometimes as if you are in prison. Teachers who care. More special classes for people who really need extra help and not make them feel they are dumb. I could go on for days but would it really help? Also better testing.

Better programs are required in the English Department in order to learn English not religion, UFO's, and drama. A high percentage of students cannot read after graduating from high school.

There should be a greater emphasis on math and the relevance of it in life. Math now is poorly taught.

I think courses required and electives alike, should be more personalized and challenging. I feel as though the classes are designed to push a student through graduation with a minimum of effort.

STUDENTS' COMMENTS - CRITICAL SUPPORTIVE

I enjoyed school, yet I feel that I could have gotten much more out of it, with some communication with our teachers. We need to be pushed in our studies and I did not find that in school. Teachers did not care.

I got more out of classes like typing, office machines, etc, and they helped me a lot. I feel the English classes were terrible unless one takes vocabulary. The quins did not help me at all.

The occupational program is overfilled and inadequate assistance in finding employment. I was very pleased with the school programs in all other areas.

Some of the teachers I had were the worst teachers I ever had. But on the other hand there were a couple of good ones. The sports program and the spirit here was disgraceful.

___ High School has an excellent curriculum, but I had a bad experience with the counselor in that, I now feel she was not a good counselor, but who's perfect.

Discipline was bad, but other than that ___ High School was a good school.

The most help I received was from Mr. ___. He helped me with career planning and any school problems I had. The counselor I had was terrible. He never had the time for me. Mr. ___was the best person I ever had to help me. Whatever you needed him for, he was there.

In the Science Department, I found things were excellent along with the P.E. Department. However, your parking facilities are not large enough for the first shift. It does contribute towards the students attitude.

My high school years were good ones. The courses were not demanding enough to bridge the H.S.-College gap.

It was a wonderful opportunity that I was allowed to graduate from school in three years. Many of the courses offered are excellent preparation for college, but a lack of English grammar and composition is very prevalent.

___ High School is a fine school. I feel there is too much emphasis on passing students rather than teaching them. It is a shame that learning isn't more important than grades themselves.

Some teachers are extremely helpfull because they were interested --but not too many. The courses did not stimulate nor encourage the interest of those wanting more.

The people who are the administration do as well as they can with the materials they have. I feel the problem lies with the school board and the government.

___ High School is good. They have vocational programs, but they were not too adequate.

I liked high school, but the only thing I had to take a class that I know I did not need and it was really a waste of time for me and the teachers.

___ High School is becoming too vocational. College bound students are not getting the courses that they want. Overall, it was a pretty good school.

Courses for college bound students were very helpful, but not indepth enough. Teachers who were willing to get to know the students were a major influence on me. I believe that is very important.

The school system often smoothers the student in the weight of it's own bureaucracy. It is often forgotten that the purpose of the school is to help students. On a more practical level, the best way to learn is by experience and I saw very little of that type of learning at ___ High School. Exception: Florida Youth Primary '72.

Fortunately, I think I had the best teachers in ___ High School. I was really blessed with concerned teachers. The main problem is too much "red tape". Especially when it came to field trips.

CBE did not permit me the time to participate in activities in school. Teacher spent too much time having students decorate her bulletin board, instead of classwork. But inspite of this, ___ High School is a good place to be.

My high school years were good but when I started Dade Junior College, I took electronic classes which I was not even prepared for and found I didn't like. In doing this I lost a lot of money and wasted time.

The occupational program is over filled and inadequate in assistance in finding employment. I was very pleased with the school programs in all other areas.

I feel that the majority of the students and teachers feel that high school is a place where the teachers babysit. Half of the teachers show little or no interest for the students so naturally, the students aren't going to show interest to the teachers. The teachers at ___ High School that teach commercial art are fantastic because they relate to the students.

During the time I was in high school, I didn't learn much. But my Art teachers were great help to me. Especially about my decision about going to college. I think ___ High School is a very good school.

I didn't like high school, until I was on my way. But now, I am ready to go back, and I'm going back.

In the science department I found things were excellent along with the Physical education Department. However, your parking facilities are not large enough for the first shift. It does contribute towards the students attitude.

I had a good three years at ____High School and wouldn't have picked another school to replace it. I didn't have much spirit, but it was still my school and I like it. Too much tight security.

____ High School has an excellent curriculum, but I had a bad experience with the counselor in that I now feel she was not a good counselor, but who's perfect.

I liked high school except for the last quin in my 12th grade. I came to dislike _____High School because of C.B.E. and Mrs. ____. But I know she tried to do good.

I had many interesting courses at ____High School because I took a lot of courses that were honors courses and they were challenging. But the student-teacher relationship left much to be desired.

School should have more discipline in the upper and lower grades. The one experience that I won't forget was Graduation night.

My high school experiences were good, except they did not prepare me for the change and feelings I would experience in college. I don't know what can be done, but at least, I've warned other seniors.

____High School made it too easy on a person. If you showed up only one half of the time you passed. The only class I ever learned in was Vocational Education.

STUDENTS' COMMENTS - CONSTRUCTIVE SUPPORTIVE

The school is good although I have been to better ones. I think that what you need is to make courses involving math and several requirements all throughout your three years of school.

I am an Accounting major in ___ college. While I was in ___ High School, I went full time at the day and took bookkeeping at night with Mr. ___. If it wouldn't have been for Mr. ___ I wouldn't be where I am right now. Also, I believe that the school should require more basic courses from the student. Ex. English-Grammar, and Algebra.

When I got in trouble at school the staff was very helpful. To improve things, counselors should explain to students what subjects would help them with their jobs such as typing, shorthand.

You have a fine program, but I strongly recommend a little more attention to mathematics even when the students protest. Companies are now depending on skills, one of which is basic arithmetic and office machines.

My three years at ___ High School proved to be very profitable. The only thing I regret is that I didn't take more academic courses and try harder. I wish someone had taken the time to tell me I needed to.

Enjoyed being able to select "quins" in my own area of interest. More emphasis on careers should be available for the future.

Rules need to be more strictly enforced, plus more legitimate after school activities. Give expulsion to anyone who does nothing for the school.

I feel ___ High School has potential that far outreaches what is available there now. Better facilities are desperatedly needed and more sophisticated course offerings for college bound students.

I enjoyed being at ___ High School and I think that a good thing to improve the school's educational program would be to provide better security and also to improve the food.

Without high school, I would be completely lost. But high school could have been much better. Stronger discipline rules for uninterested students is a good start.

School would have done a lot if only they would have placed me on the work school program. This reason is that I would have appreciated school more if I was in on-the-job training program.

Although I had been very critical in this report, Dade County , compared to other school systems nationwide (of the one's I have attended) is superior, you nevertheless have got quite a way to go. Good show. I hope you improve more (especially administratively).

I think school should be more interesting and should give you more preparation for life in general. I took a correspondence course; it was more difficult but it helped me on my outlook on life. Thank you for letting me voice my opinion.

I feel that having the school on one shift and making lunch period in the cafeteria restricts the high school students to the level of elementary schools. The free time my class had for lunch and brunch allowed a time for expanding knowledge through personal time with teachers and fellow students.

Being involved in school service clubs and being varsity cheerleader helped me meet a lot of different people. I think kids should get involved in school activities.

The school is generally good and the only improvement would be to make the teachers communicate with students more.

I feel that too much security makes a person feel imprisoned, and makes a person challenge the opportunity to disobey the rules and regulations. ___ High School is a good school as far as learning, etc. I enjoyed my three years there and the teachers influenced me a lot and helped me to become the person that I am. If I can assist you in any way feel free to call or write me.

I feel that if class size is reduced and if you try to prepare the students for college by giving them more challenging courses it would help. I really enjoyed the school and everyone was helpful.

When I was in school, the teachers seemed to be very concerned and I learned a lot. I do think that the school needs better facilities for sports.

I had three wonderful years at ___ High School. But, I put an effort through those years. More help is needed to get rid of the "apathy" in high school.

I got a nice experience in school and learned a lot, but I wish the teachers were more strict so everybody respected them.

I enjoyed attending ___ High School. If there is any way for the school in helping my financial problems that would be fine with me.

My high school experience was an enjoyable one. I think the importance of school activity participation needs to somehow be stressed more. It is half of the school experience.

I consider ___ High School to be an excellent school in all aspects, except in the department of security. But in the long run my experience there was much to my enjoyment and education.

I enjoyed attending school. The teachers are understanding people you could talk to. Keep classes to certain times. Don't overcrowd, not too much freedom in the halls.

I am a music major and the teachers and all concerned brought most if not all musically serious students above college performing levels. But they need better facilities and materials

School was great. System needs a little more realism--one still encounters a bit of real world shock. Need to be exposed, not shielded.

High school was a very valuable experience to me, but I think that it could have been more so if there were more vocational oriented classes to prepare me for jobs outside.

The high school I went to was very good. But I didn't agree with the fact that they did not push you to take more classes to help you get prepared for college.

I realize that after I got out, it wasn't so bad and that it really helps you make something out of your life. Do away with indoor suspension.

While in high school, I was well taught but the schools should be strict on the dress code, like girls wearing dresses and nice pants suits. Should not allow anyone to wear jeans. Help stop the selling of drugs in front of the school.

My high school experience was a pleasant one. I think that more areas in the kinds of science should be available to students.

I really have no complaints as far as ___ High School is concerned. I enjoyed going there immensely. One slight suggestion would be to provide courses necessary to prepare the students for college.

1974 FLORIDA VOCATIONAL-TECHNICAL-ADULT EDUCATION (VTAE) STUDENT FOLLOW-UP SURVEY

The State of Florida Department of Education, V.T.A.E. Follow-Up Survey was conducted in November 1974, surveying students who had completed vocational programs or who had left such programs with marketable skills. The survey included students who had been enrolled in either the secondary or the post-secondary Vocational Training Programs. (See page 67)

The surveys were distributed and collected by Placement and Follow-Up Specialists in each school. Vocational teachers assisted in many instances by personally contacting students who failed to return surveys.

The survey sought to determine specifically whether former students were employed and if so, whether their job was related to the training program in which they were enrolled. If not employed, were they seeking employment or were they continuing their studies at a higher educational level?

The respondents were also asked for permission to contact their employer for the purpose of determining the employer's perception of the adequacy of the employee to perform in his job. Where permission was granted, a special questionnaire was sent to the employer.

FORMER STUDENT SURVEY RETURNS

Program Level	Total Addressed	Total Returned	Percent of Returns
Secondary	5,464	1,828	33%
Vocational/Adult	16,265*	3,089	19%
Total	21,729	4,917	23%

*It should be noted that the VTAE Follow-Up Survey was intendend to include only program completion students. In a number of instances former students were included who had only completed vocational courses. This resulted from the fact that the questionnaires were mailed to students according to computer prepared lists provided by the State, and the lists were not sufficiently discriminatory. Consequently, the percentage of returns, especially from

vocational-adult students, was seriously reduced, (19%). As a result of this identified deficiency, new definitions of program completers have been developed and subsequent surveys should include only these names. Percentages may not total 100% since respondents were allowed to indicate more than one choice or may have left certain questions blank.

1. Have you ever been employed since leaving the program?

a.	Yes	74.0%
b.	No	26.0%

2. What are you doing at the present time?

a.	Working full time	53.0%
b.	Working part time	10.0%
c.	Unemployed and looking for work	14.0%
d.	Unemployed and not looking for work	6.0%
e.	In School	
	Area Vocational-Technical School	11.0%
	Community College	14.0%
	University - Four Year College	3.0%
	Apprenticeship Related Program	2.0%
	Other	8.0%
f.	Full time homemaker	3.0%
g.	Military service	2.0%
h.	Other	5.0%

It is interesting to note that the national unemployment rate for ages 16-21 in October, 1974 was 14.9%. Our former student response reported a 14% rate of unemployment. Local countywide unemployment figures are not available for this period.

3. May we have permission to contact your employer?

a.	Yes	82.0%*
b.	No	17.0%

*The results of the employer survey are presented later this report.

4. How did you get your job?

a.	Vocational Instructor, Supervisor, Cooperative Education Coordinator	14.0%
b.	Occupational Specialist	1.0%
c.	School Guidance Counselor	1.0%
d.	Friends or relatives	25.0%
e.	State Employment Service	2.0%
f.	Private employment agency	1.0%
g.	On my own	44.0%
h.	Other	7.0%

Of school personnel, primarily vocational instructors are assigned the responsibility for aiding in the placement of students who completed their programs. Though counselors and placement specialists are available to assist in the effort, their (job placement) assistance is most often requested by non-vocational students. Counselors and occupational specialists assigned exclusively to vocational programs do actively assist in the placement of vocational students enrolled in these programs.

As in the 1974-75 Follow-Up Survey which included all students, the greatest number indicated that they got their job either "on their own" or "through friends or relatives." Random checks of senior high school students revealed that of those who planned on employment after graduation, many already had secured their job and were working at least part-time at the position.

5. How would you classify your job?

a.	One for which you were trained	18.0%
b.	Related to your training	34.0%
c.	Not related to your training	47.0%

Over half (52%) of the respondents who were working indicated that their jobs were either ones for which they were trained or at least related to their area of training.

6. Your average weekly pay before taxes is:

a.	Under $50	9.0%
b.	$50 to $74	10.0%
c.	$75 to $99	13.0%
d.	$100 to $124	20.0%
e.	$125 to $149	16.0%
f.	$150 or over	28.0%

The reported wages reflected that nearly three-fourths of the respondents were earning more than the minimum wage. Over one-fourth indicated earnings in the highest category: $150 per week, or nearly double the minimum wage.

1974 FLORIDA VOCATIONAL-TECHNICAL ADULT EDUCATION (VTAE) EMPLOYER FOLLOW-UP SURVEY

The Employer Follow-Up Survey is administered to those employers whose former student-employees, participating in the Student Follow-Up, granted permission to have their employer contacted. Of the respondents to the student survey, 2,186 (44%) gave approval for their employers to be contacted. Six hundred, (12%) asked that their employers not be contacted. The remaining 2,131 (43%) respondents did not reply to the question.

1. What is the amount of work performed by this person (employee)?

a. Above average	48%
b. Average	47%
c. Below average	3%
d. Very low or insignificant	0%

2. What is the quality of this persons's work?

a. Consistently high	54%
b. Generally acceptable	42%
c. Not always acceptable	3%

3. Does this person have difficulty in following prescribed work procedures?

a. Yes	5%
b. No	86%
c. Sometimes	8%

4. Does this person adapt himself to different work assignments?

a. Adapts easily	82%
b. Adapts but with some difficulty	16%
c. Has great difficulty in adapting	1%

5. How much supervision does this person require to perform his job?

a. Little or no supervision	49%
b. About the average amount	47%
c. A great deal of supervision	3%

6. How much interest does this person take in work?

a. A great deal	62%
b. About the average amount	34%
c. Little or no interest	2%

7. How does this person react to constructive criticism?

a. Reacts positively	85%
b. Indifferently	11%
c. Reacts negatively	3%

8. Does this person appear to work well with others?

a. Yes	96%
b. No	3%

9. Do you feel this person is capable of advancement?

a. Yes	95%
b. No	4%

The overall evaluations of former students by their employers was highly favorable. These results must however, be tempered by the fact that only those respondents who gave permission had their employers contacted. It should be noted that 2,731 respondents did not grant this permission.

Nonetheless, the fact remains that of those employers who responded, ninety-six percent indicated that the amount of work done and the quality of work done was either "consistently high" or "generally acceptable."

Of all employers who responded, 86% answered favorably by indicating that former vocational students had very little difficulty in being able to follow prescribed work procedures, while 82% indicated that former students were able to adapt themselves easily to different work assignments. It should be noted that on the question of the amount of supervision required that 96% of the responding employers agreed that the amount of supervision required ranged from "little or no supervision" to "about the average amount."

Employees' reaction to constructive criticism and the ability to work well with others are areas for which a mature, flexible character is called. Again, employers gave highly favorable evaluations in these two key areas.

APPEXDIX

NORTH MIAMI BEACH SENIOR HIGH SCHOOL
1247 N. E. 167TH STREET
NORTH MIAMI BEACH, FLORIDA 33162

MR. MARVIN H. WEINER
PRINCIPAL

DR. E. L. WHIGHAM
SUPT. DADE COUNTY SCHOOLS

SAMPLE FORM

Dear Former Student:

A number of months have now gone by since you were enrolled in or graduated from North Miami Beach Senior High School. We are very interested in you and the progress you are making.

Each high school in Dade County is requesting that its former students assist in the collection of certain information. The data obtained will be used to provide a basis for studying and improving our present educational programs and for planning new offerings where a need is indicated.

I would very much appreciate your taking a few minutes to fill out and return the attached survey before May 5th. I would like to stress the importance of all students returning their surveys so that we can have the opinion of the total class. You can be assured that all individual responses will be kept confidential and that findings will be reported only on a group basis.

When you have completed the form, fold it so that the Dade County Public Schools address is on the outside. Then seal closed with the orange dot.

If you have need for assistance in either job or educational placement, I invite you to visit your high school and allow the Placement Specialist to serve you.

May we say thanks for your cooperation and best wishes for your future.

Sincerely,

Marvin H. Weiner

Principal

P.S.: If you have questions about or need assistance with this survey, you may call 350-3814.

Instructions:
Please respond to each item by clearly marking with an "X".

Examples:

1. YOUR AGE AT TIME OF GRADUATION WAS:
1 ___ 16
2 _X_ 17
3 ___ 18 or above
4 ___ Does not apply, did not graduate

IN YOUR OPINION, WHAT WAS THE QUALITY OF THE FOLLOWING SCHOOL PUBLICATIONS:
(1-excellent, 2-fair, 3-poor, 4-no opinion)

	1	2	3	4	
2.	X				Newspaper
3.	X				Yearbook
4.			X		Student Directory
5.		X			Student Handbook

1. MARITAL STATUS
1 ___ Married
2 ___ Not Married

2. SEX
1 ___ Female
2 ___ Male

3. ETHNIC BACKGROUND
1 ___ Spanish
2 ___ Black
3 ___ White
4 ___ Oriental
5 ___ Indian
6 ___ Other

4. LAST GRADE COMPLETED IN PUBLIC SCHOOL
1 ___ 12th
2 ___ 11th
3 ___ 10th
4 ___ 9th
5 ___ G.E.D.-High School Equivalency Diploma

CHECK EACH ITEM WHICH DESCRIBES WHAT YOU ARE DOING AT THE PRESENT TIME

5. ___ Working full time (30 hours or more per week)
6. ___ Working part time (fewer than 30 hours per week)
7. ___ Unemployed and looking for work
8. ___ Unemployed and not looking for work
9. ___ In school full time
10. ___ In school part time
11. ___ In military service
12. ___ Homemaker or housewife
13. ___ Other; please specify_____

14. HOW DID YOU GET YOUR PRESENT FULL-TIME JOB?
1 ___ Does not apply (not working full time)
2 ___ Through vocational teacher(s)
3 ___ Through other teacher(s)
4 ___ Through school guidance counselor(s)
5 ___ Through school placement specialist
6 ___ Through friends or relatives
7 ___ On my own or other sources

15. WHAT TYPE OF SCHOOL ARE YOU NOW ATTENDING?
1 ___ Does not apply (not in school)
2 ___ Adult vocational center
3 ___ Community junior college
4 ___ University (four year college)
5 ___ Private business/technical/semi-professional school
6 ___ Military specialists school
7 ___ Company course or school
8 ___ Apprentice related program
9 ___ Correspondence course
0 ___ Other; specify_____

16. CHECK THE ITEM WHICH BEST DESCRIBES YOUR SITUATION AFTER LEAVING HIGH SCHOOL.
1 ___ Did not enroll in college (including Jr. Coll. and technical schools)
2 ___ Began college but left
3 ___ Still in college

17. WHAT WAS YOUR PRIMARY REASON FOR LEAVING COLLEGE?
1 ___ Does not apply
2 ___ Course work too difficult—poor grades
3 ___ Financial problems
4 ___ General dislike of college life
5 ___ Other; specify_____

WHAT WAS THE REASON YOU LEFT HIGH SCHOOL BEFORE GRADUATING?
(Check each item which applies.)

18. ___ Does not apply (did not leave high school before graduating)
19. ___ Lost interest
20. ___ Had problems with teachers or other students
21. ___ Teachers were not interested in me
22. ___ The school's programs were not adequate
23. ___ Courses were of little value
24. ___ Had to go to work to support myself or family
25. ___ Other; specify_____

DO YOU FEEL YOUR HIGH SCHOOL PREPARED YOU ADEQUATELY IN THE FOLLOWING AREAS?

	Yes	No	
26.	___	___	Reading
27.	___	___	Social Studies
28.	___	___	English
29.	___	___	Science
30.	___	___	Mathematics

HOW MUCH DID YOUR HIGH SCHOOL HELP YOU IN REGARD TO EACH OF THE FOLLOWING?
(1-very helpful, 2-helpful, 3-little or no help, 4-no opinion)

	1	2	3	4	
31.	___	___	___	___	Working well with others
32.	___	___	___	___	Following directions
33.	___	___	___	___	Respecting rights of others
34.	___	___	___	___	Using spare or leisure time wisely

PUBLIC SCHOOLS
ÖW-UP SURVEY

35. ____ ____ ____ ____ Making decisions about a career
36. ____ ____ ____ ____ Understanding world events
37. ____ ____ ____ ____ Preparing for marriage and family life
38. ____ ____ ____ ____ Practicing good health and safety
39. ____ ____ ____ ____ Understanding yourself

DURING HIGH SCHOOL, HOW HELPFUL TO YOU WERE THE FOLLOWING TEACHING METHODS?
(1-very helpful, 2-helpful, 3-little or no help, 4-no opinion)

	1	2	3	4	
40.	____	____	____	____	Lectures
41.	____	____	____	____	Independent Study
42.	____	____	____	____	Class or group discussion
43.	____	____	____	____	Slides, films, tapes, movies
44.	____	____	____	____	Laboratory instruction, (science lab, industrial arts, home economics, etc.)
45.	____	____	____	____	On the job training
46.	____	____	____	____	Study guides or learning activity packages (LAPS)

47. **DID YOUR PARTICIPATION IN SUCH ACTIVITIES AS SPORTS, CLUBS, YEARBOOK, NEWSPAPER ,ETC. INFLUENCE YOU TO COMPLETE HIGH SCHOOL?**

1 ____ Does not apply (did not participate)
2 ____ Does not apply (did not complete high school)
3 ____ Yes
4 ____ No

IN YOUR OPINION, HOW ADEQUATE WERE THE FOLLOWING RESOURCES AND FACILITIES IN YOUR SCHOOL? *(1-excellent, 2-fair, 3-poor, 4-no opinion)*

	1	2	3	4	
48.	____	____	____	____	Textbooks
49.	____	____	____	____	Science equipment
50.	____	____	____	____	Library
51.	____	____	____	____	Cafeteria
52.	____	____	____	____	Auditorium
53.	____	____	____	____	Gymnasium/athletic equipment
54.	____	____	____	____	Classrooms
55.	____	____	____	____	Vocational laboratories
56.	____	____	____	____	Materials and supplies

DO YOU FEEL THAT DURING HIGH SCHOOL YOU HAD ADEQUATE OPPORTUNITIES TO COMMUNICATE WITH:

	Yes	No	
57.	____	____	School administrators
58.	____	____	Activities director
59.	____	____	Counselors
60.	____	____	Teachers
61.	____	____	Student Government officers

DURING HIGH SCHOOL, HOW MUCH DID THE FOLLOWING PERSONS HELP YOU IN PLANNING YOUR CAREER OR OBTAINING EMPLOYMENT?
(1-very helpful, 2-helpful, 3-little or no help, 4-no opinion)

	1	2	3	4	
62.	____	____	____	____	Parents or relatives
63.	____	____	____	____	Counselors
64.	____	____	____	____	Occupational or placement specialist
65.	____	____	____	____	Teachers, coaches, librarians
66.	____	____	____	____	Friends of your own age

HOW MIGHT THE SCHOOL IMPROVE ITS PROGRAM?
(Please indicate your feelings toward each suggestion by placing an "X" in the "Yes" or "No" column.)

	Yes	No	
67.	____	____	Allow more opportunity for students to select courses
68.	____	____	Provide more information on jobs and careers
69.	____	____	Offer more specific training for a job
70.	____	____	Offer more assistance in finding employment
71.	____	____	Reduce class size
72.	____	____	Allow students the opportunity to know teachers better
73.	____	____	Provide more opportunity to participate in after-school activities
74.	____	____	Provide more opportunity to become involved in work-school programs
75.	____	____	Provide better security at school (student and teacher protection)
76.	____	____	Provide more opportunities for cultural experience (art, music, drama, etc.)
77.	____	____	Provide more challenging courses for "college-bound" students
78.	____	____	Provide the opportunity for students to take six or more courses during a quimmester or semester.

PLEASE WRITE ANY COMMENTS YOU WOULD LIKE TO MAKE ABOUT YOUR HIGH SCHOOL EXPERIENCE, OR LIST ANY SUGGESTIONS YOU HAVE FOR IMPROVING YOUR SCHOOL'S EDUCATIONAL PROGRAM.

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.
KINDLY RETURN AS SOON AS POSSIBLE—
POSTAGE IS PREPAID

PUT ORANGE

FIRST CLASS
PERMIT NO. 14948
MIAMI, FLORIDA

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

DADE COUNTY PUBLIC SCHOOLS
Room 1505
1410 N.E. 2nd Avenue
Miami, Florida 33132

PUT ORANGE DOT HERE

NORTH MIAMI BEACH SENIOR HIGH SCHOOL
1247 N. E. 167TH STREET
NORTH MIAMI BEACH, FLORIDA 33162

IMPORTANT
YOUR ATTENTION REQUESTED

DADE COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE OFFICE
LINDSEY HOPKINS BUILDING
1410 N. E. 2nd AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. G. HOLMES BRADDOCK
MRS. PHYLLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

July 8, 1975

Mrs. Miss. Ms.
1017 Pine Street
Miami, Florida 33132

Dear _____:

Over the past two months we have received thousands of responses to the Dade County Public School's 1974-75 Follow-Up Survey. Even though this was our first attempt at such a massive follow-up, we were very pleased at the excellent response it received from our former students.

Though most respondents simply answered the questions with a checkmark, a few, like yourself took the additional time and effort to send a note or letter. This was greatly appreciated. Each note was carefully read and will be considered as curriculum adjustments are made in the future.

Thank you for your continued interest in your school.

Sincerely,

Joseph Sherron, Supervisor
Placement and Follow-Up Services

JS/lk

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

April 29, 1975

FOR PERIODIC ANNOUNCEMENT ON THURSDAY, FRIDAY, SATURDAY, SUNDAY MAY 1, 2, 3, 4:

Attention high school class of 1974!

For the next few days, all 1974 graduates and students who left school last year without graduating will be receiving a follow-up survey through the mail. Your high school is interested in knowing how you are doing on the job, in college, or whatever else you are engaged in.

With this information and your opinions, the schools will be able to update current courses and implement new programs for present and future students.

Your school asks that you PLEASE complete the survey and mail it back as soon as possible.

Parents are asked to forward the surveys to '74 grads who may be away at college or working out of the area. Every opinion is important!

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA.

PARA ANUNCIAR PERIODICAMENTE EL JUEVES, VIERNES, SABADO, DOMINGO

MAYO 1, 2, 3, 4:

Atención clase de high school del 1974!

Durante los proximos días todos los graduados y estudiantes que dejaron la escuela sin graduarse durante el ano 1974, recibirán un cuestionario por correspondencia. Las escuelas del condado estan interesadas en conocer sus actividades, en el trabajo, universidades o cualquier otra actividad que ustedes esten realizando.

Con esta información y opiniones las escuelas podrán poner al corriente sus cursos y abrir nuevos programas para estudiantes presentes y futuros.

Su escuela le agradecería que por favor complete el cuestionario y lo devuelva tan pronto como le sea posible.

Se les agradecerá a los padres de nuestros graduados del 1974 cuyos hijos estan fuera del condado, estudiando o trabajando que se los hagen llegar directamente a sus hijos.

Cada opinion es importante!

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
VOCATIONAL, TECHNICAL AND ADULT EDUCATION FOLLOW-UP SURVEY

CONFIDENTIAL CONFIDENTIAL

Student and Vocational-Technical Program Information

We need your help to collect information for evaluating vocational education programs in Florida. The information we are requesting will be used in improving present programs and in planning new ones. As a former vocational student, your activities and your opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Vocational, Technical, and Adult Education

****

Is your name and address correct as printed above? If not, please print the corrected information below.

Name _____
Last First Middle Initial

Address _____
Number Street

_____
City (Town or Post Office) State Zip Code

Your Social Security No. ___ ___ ___ ___ ___ ___ ___ ___ ___

THE WORDS, "THIS VOCATIONAL PROGRAM," REFER TO THE VOCATIONAL-TECHNICAL PROGRAM NAMED IN THE IDENTIFICATION BLOCK ABOVE.

1. Have you been employed since leaving this vocational program? (Military Service is considered employment)

1 _____ yes How many jobs have you held since leaving this program? _____

2 _____ no

2. What are you doing at the present time? (Check ALL appropriate items)

1 _____ Working full-time (30 hours or more per week)
2 _____ Working part-time (fewer than 30 hours per week)
3 _____ Unemployed and looking for work
4 _____ Unemployed and not looking for work
5 _____ In school (full or part-time) →
6 _____ Full-time homemaker
7 _____ In Military Service
8 _____ Other (specify) _____

Kind of school program
(Check ALL appropriate items)

1 _____ Area Vocational-Technical School
2 _____ Community Junior College
3 _____ University/Four-Year College
4 _____ Private Business/Commercial School
5 _____ Military Specialist School
6 _____ Company Course or School
7 _____ Apprentice Related Program
8 _____ Correspondence course
9 _____ Other (specify) _____

75

(Please turn page)

Please answer Section 3A if you are presently employed full or part-time.

Please answer Section 3B if you are not presently employed but have worked full or part-time since leaving this vocational program.

If you have not been employed since leaving this vocational program, skip to Question 8.

Section 3A

Where do you work? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of Your Immediate Supervisor _____

What is your job? _____

Section 3B

Where was your last job? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of Your Immediate Supervisor _____

What was your job? _____

4. May we have permission to contact your employer about your success on the job?

1 _____ yes

2 _____ no

5. How did you get the job?

1 _____ Through Vocational Teacher(s), Supervisor(s) or Cooperative Education Coordinator(s)

2 _____ Through Occupational Specialist(s)

3 _____ Through School Guidance Counselor(s)

4 _____ Through Friend(s) or Relative(s)

5 _____ Through State Employment Agency

6 _____ Through Private Employment Agency

7 _____ On My Own

8 _____ Other (specify) _____

6. How would you classify your job? (Please check only one)

1 _____ One for which you were trained by this vocational program

2 _____ Related to your training in this vocational program

3 _____ Not related to your training in this vocational program

7. Your average weekly pay (before taxes) is (was):

1 _____ under $50 2 _____ $50-$74 3 _____ $75-$99 4 _____ $100-$124 5 _____ $125-$149 6 _____ $150 or over

8. Please list any suggestions for improving this vocational program.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

CONFIDENTIAL

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
EMPLOYER SURVEY

CONFIDENTIAL

Employee's Name _____ Social Security Number _____

To the Evaluator:

Please provide information regarding the employee whose name is listed above. The results of this survey will be used in evaluating the program of vocational education in Florida. The information which we are requesting will be held in strict confidence. Neither you, the employee nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D Mills

Joe D. Mills, Director
Vocational, Technical, and Adult Education

****

1. Is the above named person presently in your employ?

   1 _____ yes If yes, go to Question 3.

   2 _____ no

2. If no, was this person ever employed by your organization?

   1 _____ yes

   2 _____ no If no, go to Question 12.

PLEASE RATE THIS EMPLOYEE IN COMPARISON TO PERSONS PERFORMING THE SAME TYPE OF WORK FOR A SIMILAR PERIOD OF TIME.

3. What is the amount of work performed by this person? (Check one answer)

   1 _____ above average

   2 _____ average

   3 _____ below average

   4 _____ very low or insignificant

4. What is the quality of this person's work?

   1 _____ consistently high

   2 _____ generally acceptable

   3 _____ not always acceptable

5. Does this person appear to have difficulty in following prescribed work procedures?

   1 _____ yes

   2 _____ no

   3 _____ sometimes

6. How does this person adapt himself to different work assignments?

   1 _____ adapts easily

   2 _____ adapts, but with some difficulty

   3 _____ has great difficulty in adapting

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(Please turn page.)

7. How much supervision does this person require to perform his job?

1 _____ little or no supervision

2 _____ about the average amount

3 _____ a great deal of supervision

8. How much interest does this person take in his work?

1 _____ a great deal

2 _____ about the average amount

3 _____ little or no interest

9. How does this person react to constructive criticism?

1 _____ reacts positively

2 _____ indifferently

3 _____ reacts negatively

10. Generally, does this person appear to work well with others?

1 _____ yes

2 _____ no

11. Do you feel this person is capable of advancement?

1 _____ yes

2 _____ no

12. Please list any suggestions for improving the program of vocational education in Florida.

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.

Supplementary Information:
Placement and Follow-Up Annual Report, April, 1976.

THE DROPOUT RATE
DADE COUNTY PUBLIC SCHOOLS

Page 10 of the Placement and Follow-Up Annual Report, April 1976, states:

> "When reviewing data which pertains to students withdrawing prior to graduating it must be considered in conjunction with data which reflects the number and/or percentage of these withdrawals who reentered the same school during the same year."

In addition to the students who reentered, consideration must also be given to those who left the regular school program and subsequently enrolled in a vocational adult program. Such students should not be considered "dropouts."

The following data provides additional insight and should be considered as supplementary to that contained in the Placement and Follow-Up Annual Report.

JS/eb
5/5/76

THE DROPOUT RATE
DADE COUNTY PUBLIC SCHOOLS
1974-75

Nongraduate school leavers		6,152
R-4's (students reentering the same school during the same year)	915	
Students entering vocational-adult programs directly from high school	1,200	
Total	2,115	-2,115
Students who left but did not reenter or enroll in a vocational-adult program		4,037

Number of students enrolled, 16 years of age or older 29,846

$$29{,}846\overline{)4{,}037.000} = .135$$

Dropout rate among students 16 years of age or older 13.5%

Number of students enrolled, K-12 . . . . . 241,896*

$$245{,}948\overline{)4{,}037.000} = .016$$

Dropout rate among all students, K-12 . . . . . 1.6%

*Dade County Public Schools ATTENDANCE REPORT, Fifth Month, 1975-76
December 3, 1975 through February, 9, 1976

JS/eb
5/5/76